THE YEARBOOK PROGRAM:
OBSERVATION AND ANALYSIS OF SECONDARY SCHOOL YEARBOOK
TEACHERS AND THE IMPLEMENTATION OF THEIR CURRICULUM

by

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A thesis submitted in conformity with the requirements
for the degree of Masters of Arts
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ABSTRACT
The Yearbook Program:
Observations and Analysis of Secondary School Yearbook Teachers
and the Implementation of their Curriculum

Masters of Arts, 2001
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The purpose of this thesis was threefold: to explore the curricular innovations of yearbook teachers, to emphasize similarities between the curricula of the participants and to question the need for yearbook curriculum standards.

The literature review provided information from three aspects of education text: yearbook literature, teacher narratives and curriculum inquiry related to teacher narrative. The last section included three frameworks, applied in data analyses: Tyler's model, Eisner's model and curriculum integration. Once a questionnaire process ascertained the number of schools administering yearbook courses, two candidates were willing to participate. Structured interviews and artifacts detailed their curriculum-making process. The findings were reported in a multiple-case, replication logic research design. The conclusions revealed that yearbook teachers share similar objectives, but plan different learning experiences. These results and a lack of resources require further inquiry into creating standards for yearbook curriculum and more research into the phenomenon of the yearbook program.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE PAGE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

## CHAPTER 1: Introduction

1.1 The Yearbook Course               | 5    |
1.2 Limits of the Study               | 8    |

## CHAPTER 2: Literature Review

2.1 Introduction                      | 10   |
2.2 Yearbook Literature               | 10   |
2.3 Teacher Narrative                 | 15   |
2.4 Curriculum Inquiry as related to Teacher Narrative
   2.4.1 Tyler's model of Curriculum   | 19   |
   2.4.2 Eisner's model of Curriculum  | 21   |
2.5 Curriculum Integration            | 24   |
2.6 Summary                           | 29   |

## CHAPTER 3: Method

3.1 The Case Study                    | 30   |
3.2 Selection of Research Design      | 31   |
3.3 Criteria for Judging Quality of Research Design | 32   |
3.4 Sample Selection                  | 32   |
3.5 Data Collection                   | 34   |
3.6 Summary                           | 35   |
**CHAPTER 4: Case Studies**

5.1 Elements of the Yearbook Teacher Narrative

5.2 Emergent Changes of Teacher Narrative

5.3 Application to Tyler's Model of Curriculum

5.4 Application to Eisner's Model of Curriculum

5.5 Application to Curriculum Integration

5.6 Summary

**CHAPTER 5: Cross-case Analysis**

5.1 Elements of the Yearbook Teacher Narrative

5.2 Emergent Changes of Teacher Narrative

5.3 Application to Tyler's Model of Curriculum

5.4 Application to Eisner's Model of Curriculum

5.5 Application to Curriculum Integration

5.6 Summary

**CHAPTER 6: Conclusions**

6.1 Summary

6.2 Implications

6.3 Recommendations

**REFERENCES**

**APPENDICES**

Appendix 1: Ethical Review Protocol

Appendix 2: Case Study Protocol

Appendix 3: All-Teacher Consent Form

Appendix 4: Initial Questionnaire

Appendix 5: Interview Sample Teacher Consent Form

Appendix 6: Interview Protocol

Appendix 7: Interview Questions
The Yearbook Program:
Observations and Analysis of Secondary School Yearbook Teachers
and the Implementation of their Curriculum

CHAPTER 1: INTRODUCTION

1.1 The Yearbook Course

In the past, yearbook production had been an intensive, extra-curricular activity run by a small group of highly motivated students and one or more teacher advisors. The routine consisted of meeting one afternoon a week to discuss and complete items, whether it was taking photographs, creating layouts, writing copy or compiling for the final deadline. The responsibility of advisors was negotiable, depending on the level of involvement, but these volunteer teachers were not required to write a course curriculum, devise assessment strategies or implement classroom management.

Due to recent trends in Ontario secondary school curriculum, the yearbook program has been restructured into a full-credit course. The club that once consisted of five friends has now grown to a class of twenty-five multi-level students. The "every Wednesday at 3:00pm" has changed to a 75-minute period, five times a week. The small office with one desk has transformed into a functional, computer-equipped classroom. Although time, space and personnel are available for the yearbook course, there is no available curriculum to implement.

There are many inconsistencies surrounding the implementation of a yearbook course. The Ministry of Education has not provided course guidelines for this course nor does it require schools to include the course in its schedule. It is the decision of a school board whether to recognize yearbook as a credit course. It is at the discretion of a principal whether to initiate the yearbook course in his/her school. And, on occasion, it has been the privilege of the yearbook teacher to choose the format, the ability level and the students for the course. Due to these inconsistencies, there is presently no quantitative data or research on
yearbook curriculum. Locating relevant information and resources also causes difficulty for new yearbook teachers because there are no guidelines or course profiles to share. The motivation for pursuing this topic as a study is based on personal experience, a lack of literature and a present need.

**Personal Experience**

I began teaching in February 1995. In June, 1995, the principal inquired as to whether I would be interested in becoming the teacher for the yearbook class the following September. The teacher who had held the position was transferring to another school.

I had been teaching full time for three months as an art and computer studies teacher. Many teachers regarded the yearbook course as a difficult assignment and I became aware of the negative feelings it elicited. However, as a young teacher, I felt that I was not in a position to refuse the principal’s request.

I accepted the assignment and held the position until June 1999. I experienced a difficult time teaching the course during the first year because I had no resources, no support and little knowledge about the subject. I worked many hours outside of class and during the summer in order to finish the book.

In the succeeding year, I spent less of my personal time working on the yearbook and concentrated more on creating a curriculum that would empower the students to produce the book themselves. During the second year, the new group met their deadlines, while I was reviewing only final drafts. I was more organized and better able to teach the course. However, other factors interrupted the flow of the course. Problems occurred with book production, requiring the services of a new publishing company. Also, the school witnessed a high turnover of principals; I worked with three principals in my four years at the school.

During my third time teaching yearbook, I created a curriculum which I believed effectively taught students to work independently and efficiently to meet my primary objective for the course: to complete the yearbook. I wanted to communicate my ideas to other yearbook teachers who were experiencing the same difficulties that I had encountered in the past. I initiated a workshop that was made available to all yearbook teachers in the Board. I discussed and shared my curriculum with the new yearbook teacher who would be taking my place.
At this time, the yearbook course was offered in five of the six secondary schools in the Board. Three of these schools had new yearbook advisors teaching the course. Based on the difficulties I encountered locating and utilizing resources, I contemplated what Yearbook teachers had planned for their courses and wondered if these curricula were similar or different. Teachers understand and relate to the experience of teaching through dealing with students, subject matter, planning lessons and evaluation, but I surmised that there was inconsistency due to lack of resources and communication between teachers.

My experience as a yearbook teacher has provided me with a base of knowledge that I can use when interpreting the experiences of other yearbook teachers. My ability to relate to their challenges and inspirations is a tool that I used to decipher information from the stories and translate into data that would relate to my thesis. Objectivity must be maintained when analyzing the problem-solving processes in which each yearbook teacher participates. Although I may have solved problems differently from other yearbook teachers, I believe the nature of curriculum planning is based on the characteristics of one’s identity and history; educational objectives evolve with the transformation of experiences.

Lack of Resources

There are four types of curriculum resources commonly available to teachers: academic literature, government documents, private educational initiatives and informal teacher-made guidelines and plans. Many teachers customize their own curricula using these different types of information. However, these resources are lacking in the subject of yearbook production.

The first type, academic literature, does not have any information pertaining to yearbook curriculum, publishing or evaluation. A teacher must look for information in a more general area such as curriculum theory in order to devise their yearbook curriculum. There are a small number of informal articles about the personal journeys of yearbook teachers published in some educational journals, communicating personal views about yearbook curriculum.

The second type, government documents, also does not provide any guidelines for the yearbook program. Related courses such as computer studies or graphic design are the only source of information generated by the Ministry of Education that is relevant to the yearbook course.
The third type, private educational initiatives, do provide educational documents that could help teachers create a yearbook course. These documents are biased, promoting the services and products of the business. Companies have a vested interest in school yearbooks and use curriculum documents as a vehicle for advertising and market research.

The last type, informal teacher-made plans, are the primary source of information that yearbook teachers find when devising their curriculum. The narratives, resources and knowledge that experienced yearbook teachers have gained are passed on to new yearbook advisors. From there, the information is modified and changed by new teachers to personalized curricula, customized to accompany their unique teaching styles.

A Present Need

The last few years have been turbulent ones in education. Government policies have provoked a negative response from teachers, resulting in the withdrawal of their volunteer services in leading extra-curricular activities. Many schools wanted yearbook production to continue because of its importance to the students.

Principals have been forced to make a decision pertaining to the yearbook program, choosing one of three ways: yearbook offered as a credit course, yearbook operated as a extra-curricular activity facilitated by administration or parent volunteers or terminating the yearbook program.

Presently, many government policies on education are based on consistency: implementation of a province-wide curriculum, testing and meeting standards. However, there is a lack of consistency in the development and implementation of yearbook curriculum. The yearbook course is different from school to school, teacher to teacher.

1.2 Limits of the Study

The study of the yearbook course was conducted initially with the cooperation of eighteen secondary schools from two Boards. However, the lack of consistency among schools pertaining to offering a yearbook course limited the number of potential subjects for the research. Ten schools acknowledged that the yearbook course was part of their agenda, although the implementation of the course ranged from preliminary outlines for the future to a long-standing part of the schedule. Eight schools confirmed that a yearbook course was
scheduled for the school year 2000-2001 and identified a yearbook teacher who would be administering the course. Two questionnaires were returned by candidates willing to participate in the research. This study explores the curriculum planning experiences of these two yearbook teachers.

The motivations of the study also define its limitations: personal bias based on past experience, lack of academic precedent and small sample of data due to a limited availability of resources. However, I plan to defend the data against personal bias through the use of flat, rich description. (Carnahan, 1995) The inquiry focuses on discovering the similarities between yearbook teachers' curriculum, therefore I plan to interpret data by revealing similarities between the two participants based on academic research in the field of teacher narrative. Triangulating the data through three curricular lenses will test the validity of the research.
CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Yearbook curriculum is a recent phenomenon therefore it lacks significant academic research and literature. However, there are sources of information linked to yearbook curriculum, found in the written discoveries of professional educators who have had the experience the act of teaching a yearbook program in their schools. The narrative of the yearbook teacher is considered part of a larger defining teacher narrative. Teacher narrative is discussed by many academics as a source of information for curriculum inquiry and evaluation. By examining the characteristics that define the experience of teachers, curricular beliefs and philosophies emerge. The literature review is divided into three sections: yearbook literature, teacher narratives and curriculum inquiry as related to teacher narrative.

The first section reviews the literature available on the topic of yearbook teachers and their curriculum. This research is limited to informal articles written solely by yearbook teachers. These “stories” illustrate the personal experiences of each teacher and their original curricular ideas that emerged.

The second section reviews a larger body of academic information pertaining to teacher narrative. This serves as a frame of reference for the yearbook literature available to the study.

The last section reviews a theoretical framework that connects the information elicited from teacher narratives to curriculum theory. The section introduces three curriculum frameworks, which will be applied to the data: Tyler’s curriculum model, Eisner’s curriculum model and curriculum integration methodology.

2.2 Yearbook Literature

Because of an increasing student population, a changing political environment and advanced technology, yearbook as a full-credit course is quickly becoming a reality in Ontario secondary schools. However, it is happening so rapidly that teachers must pool
resources from different areas of study. Yearbook teachers have difficulty locating resources pertaining to yearbook curriculum.

In the past, the yearbook program has been assigned "club status", administered as an extra-curricular activity. Many school administrators delegated a willing staff volunteer to lead the book production team. A small group of resourceful, active students were largely responsible for the resulting product. The advisor facilitated meetings, mediated communication between students and publishers, and provided information and guidance. Level of involvement was negotiable; expectations of student achievement in after school activities were not relevant.

Recently, extra-curricular activities have been modified or terminated. The importance of the yearbook has forced administrators to restructure the program into a full-credit course. The responsibilities of yearbook advisors have also changed, encompassing both the regular duties of a classroom teacher and the exclusive tasks of yearbook production.

The lack of academic literature pertaining to yearbook curriculum was discovered through several searches of different databases and resource centres. Utlink, the database for the University of Toronto libraries, did not list any academic information or studies related to yearbook curriculum. ERIC, an international database that supplies several academic and professional journals and documents, displayed the informal articles printed in professional journals. I searched the database using the following keywords: yearbook, curriculum, advisor, teacher and course. It was important to specify the search to two or more keywords because the term 'yearbook' is also used to locate documents annually distributed by organizations. ERIC also located a single quantitative study completed in Iowa, U.S. Researchers hypothesized that the yearbook in secondary schools is gradually disappearing. The data or conclusions of the study did not have relevant information pertaining to yearbook curriculum, experiences of yearbook teachers or the content of yearbook courses.

There are no academic references pertaining to yearbook curriculum therefore yearbook teachers must rely primarily on the narratives of peers who share their personal experiences through articles and discussion. Of the few that are published and communicated in print, there are similar aspects that are "given and non-negotiable". (Burgess and Carter, 1996) Elements such as the nature of the class and objectives of the course are unique to the
yearbook experience. Through these narratives, yearbook teachers have devised their own frameworks for yearbook curriculum. The following accounts are published narratives by two yearbook advisors.

In "Train, Delegate, Guide, then Stand Aside", author Sharon P. Sheya (1995) introduces her article by discussing the benefits and problems of advising a yearbook staff. Although it can be frustrating and tiresome, she believes that an advisor is instrumental in helping conceive and create a product that is fit to be read by an entire school and its community and worth the status of historical document, providing memories for decades to come.

Sheya discusses the specific problem of the high turnover of advisors in yearbook courses and why it occurs, listing three reasons: lack of knowledge and resources, added responsibility and greater accountability. Because production of the yearbook requires many different skills, the advisor should learn and teach content outside his/her area of expertise. For example, the English teacher must learn photography and the Visual art teacher must learn computer studies. There are very few resources that contain all information needed to teach the Yearbook course, therefore advisors must seek out and find what they need. Second, the advisor not only has the responsibility of teaching and evaluating the students but also must meet specific deadlines for the book. Finally, the advisor is accountable to not only the students and parents involved in the course, but the whole community. The advisor is held responsible for content that could be deemed libelous in the yearbook.

Sheya recognizes that the Yearbook course succeeds only by the survival of its advisor, therefore the solution is to develop advisor training that promotes longevity. Sheya provides a curriculum model for new advisors to use as a guide for their planning and teaching. She states a specific set of objectives consisting of four steps: train, delegate, guide and stand aside. Based on her experience, the model reduces stress and responsibility while training the students to become independent workers.

Train

Sheya describes how the class runs more like a "small business" by prioritizing the product as motivation for succeeding. The advisor must implement a curriculum that will effectively train students to create a professional book. The students should acquire academic
knowledge and affective awareness. For example, a student must be able to edit a story and give constructive criticism to the writer.

Delegate

Once students have been trained, the advisor can assign positions of authority. The staff is organized into areas of expertise such as designers or writers. Certain students are awarded a leadership assignment and become the editor of their respective group. They are responsible for the work produced by their staff. The advisor needs to intervene only during extreme circumstances where communication has ceased between students.

Guide

The advisor has transformed from leader into facilitator. Because the editors are capable of handling the responsibility for their "workers", they need only advice and guidance from the advisor in solving unforeseen problems that are common such as computer crashes or misprints. The advisor displays a model of behaviour for making decisions and dealing with consequences.

Stand Aside

At this point, students should have acquired the ability and confidence to work independently. "Being temporarily useless is a remarkable experience for a teacher." (1995, p49) Sheya believes that advisors who successfully reach this stage will feel comfortable with the position and want to continue.

Sheya has provided a written narrative of her practice as a yearbook advisor, detailing defining characteristics of her subject position, her curriculum and the consequences. In a structured, conscious account, she communicates specific elements of the yearbook narrative to which other advisors will relate. She believes that her ideas of an effective program are valuable to her readers.

The model that Sheya presents is based on her personal experiences working with inspired students of advanced ability. She discusses these students in the context of the classroom and not an extra-curricular club. "Students who accept the responsibility of capturing the memories of an entire student body must be predominantly self-motivated." (1995, p47) By defining these elements of her narrative, the opportunity for her readers to understand and implement her framework in their curriculum is greatly reduced.
Janet Tarasovic (1995) composes a more informal essay than Sheya in her article, "Why I'm a Yearbook Sponsor Again and Why I Won't Be For Long". Writing in the form of a letter, Tarasovic relates personal discoveries and challenges in her narrative, communicating her experiences, listing skills she believes necessary to advising yearbook and reasons why others would accept the same responsibilities.

Tarasovic begins her article with a discussion of her educational background and its relation to photojournalism. She provides intimate details such as her intense interest in the dramatic stories in Life magazine. She also parallels the preservation of such stories over many years with the historical importance of the school yearbook. "(Students) haven't thought much about the long-term value of the yearbook, since (the book) has not yet had time to gather much dust. My students see mainly the short-term benefits of their work. They sign up for the class because it's different and fun." (1995, p43)

Tarasovic provides a list of skills in which yearbook teachers require some expertise: writing, photography and design, computer skills, budget and ads, and public relations.

**Writing, Photography and Design**

Tarasovic indicates that the yearbook teacher should be competent in journalistic writing and editing, understand the rules and processes of photography and recognize basic principles of design. She inserts some examples of various terms relating to these areas and emphasizes the need to comprehend these terms.

**Computer skills**

Tarasovic states that it is mandatory that yearbook teachers are computer literate. She mentions that desktop publishing has made manual yearbook production obsolete. However, the introduction of computers revealed a set of new problems. Tarasovic relates her personal experiences, which include such difficulties as learning and teaching new software programs, not having enough computers for students and applying particular teaching methods. She believes more hardware would solve most of these problems.

**Budget and Ads**

Tarasovic communicates the need to understand the financial responsibility of producing a yearbook. She relates the yearbook experience to "running a business" (1995, p45). She provides different scenarios from the yearbook teacher who must raise all funds for
the book to the school-funded yearbook class. However, ads, financial records and budgeting are still part of the task.

Public Relations

Tarasovic ends her list with anecdotal remarks relating to the public relations a yearbook teacher must handle. She recalls memories of arguments with parents over refunds, replacing pictures on published pages and how quickly people criticize rather than compliment.

Tarasovic concludes her narrative with a synopsis of her position as a yearbook advisor. She reflects on the reasons why she assumed responsibility for a task she finds daunting and frustrating. She decides that the emotional bond with her students that formed during difficult times is the reason. She remembers a moment in which her students were working together to finish a section of the book. She felt rewarded for her hard work because she witnessed many admirable qualities in her students that were a result of the learning environment she provided.

Her narrative relayed characteristics about her experience that are similar to stories communicated by other yearbook teachers, in addition to the elements of the teacher narrative. Tarasovic believes that teachers are attracted to yearbook production for its unique experience.

2.3 Teacher Narratives

Teacher narratives provide the story of experience. Their views are not necessarily borne of theory or philosophy. Rather, their information originates from intuition and personal circumstance. These anecdotes communicate several things, primarily the lessons the author has learned and deemed important for others to know. However, the narrative has only recently been used as part of authentic research. "It is embarrassing all around when a wish to tell a story is expressed. It is as if something inalienable to us, the securest among our possessions were taken from us: the ability to exchange experiences." (Benjamin, as cited by Rosen, 1985, p9) Why is this so?

Burgess and Carter (1996) state that "the narrative offers us a coherent sense of connections between things and events....and, although narratives can be customized,
...some narrative elements are given and non-negotiable, or at least, difficult to negotiate.”
(1996, p1) The narrative of the teacher has certain structural features to which any educator can relate and, to some extent, conform. “To be a teacher means conforming to the narrative expectations of being a teacher.” (Burgess and Carter, 1996, p1) A role defined by narrative elements is also called a "subject position", stated as the position in which one can insert oneself when telling a story. (Burgess and Carter, 1996) For example, all teachers understand the problems dealing with difficult children and using discipline. As a teacher reads or listens to the narrative of a fellow teacher who discusses the child with behaviour problems, the story is understood without the need to listen to completion.

Beneath the larger umbrella of teacher narrative, there are the customized narratives of teachers in specific roles such as the elementary or the secondary school teacher. "It's a mistake to view teachers as a professionally homogeneous group...there are many divergences: among elementary and secondary teachers, among teachers teaching different grade levels within a given school...In sum, teachers don’t all speak the same language." (Brenton, 1971, p48) The subject position of the elementary teacher is characterized differently from the secondary teacher. The former role can be construed as more maternal and concerned with the socializing process, whereas the latter role is viewed as managerial with priority given to the learning of subject content. Burgess and Carter (1996) discuss the debate between the narrative of child-centred curriculum, related to the "mothering" pedagogy and the narrative of knowledge-centred curriculum. These particular discourses are directly linked to the grade level and the transition of one to the other partly defines at what level one is teaching.

This framework can also be applied to the yearbook teacher. They understand and relate to the larger narratives of teacher and secondary school teacher. However, the story of the yearbook advisor retains elements of personal experience that are not understood by a regular classroom teacher.

**What is a narrative?**

"Narrative is the outcome of a mental process which enables us to excise from our experience a meaningful sequence, to place it within boundaries, to set around it the frontiers of the story, to make it resonate in the contrived silences with which we may precede it and end it." (Genette, as cited by Rosen, 1989, p13) Everyone encounters many different
situations throughout life. Most experiences of a teacher are specific to a role and occur within a specific timeframe and environment. A particular experience may result in changes of an intellectual, political or emotional nature. Because of its importance, the experience is lifted from everyday occurrences, contemplated and then communicated in order to relate or reflect. By retelling this experience to another, the teacher has created a narrative.

Relate and reflect

Communication of the narrative requires a teller and a listener. The comprehension of the narrative by both teller and listener depend on a shared subject position. Both teller and listener engage in two separate acts during their participation in this exchange; they both relate to and reflect on the content of the narrative and the personal experiences of themselves and each other.

The act of relating carries different meaning for the teller and the listener. Relating the narrative for the teller describes her desire to teach or communicate the substance and purpose of her experience. Relating to the narrative for the listener constitutes an ability to understand what is being described and its relevance to his personal experience.

Reflection is a process of introspection for both teller and listener, in which there is opportunity to contemplate, interpret, analyze and make meaning of the narrative. Reflection can occur during or after the telling of the story.

The purpose of narrative for teller:

Relate

Through storytelling, teachers transmit messages of a shared reality, one that connects other teachers together. The teller feels compelled to describe her narrative because she views it as important and necessary knowledge. "A narrative may tell once what happened once, n times what happened n times, n times what happened once and once what happened n times." (Rosen, 1985, p23)

Reflect

"Storytelling is discovery learning." (Rosen, 1989, p20) The narrative is inextricably tied to the life experience of its creator. By telling the story over and over again, the creator has an opportunity to reflect, completing a meta-analysis of the experience on which the narrative is based. By reliving the experience through telling its story, the narrative can become more embedded or metamorphose into something different.
The purpose of narrative for listener

Relate

The listener shares and understands the teacher narrative, a story that exists within a frame of experience shared by those who fulfill similar subject positions. "Stories are as they are only because other stories exist." (Rosen, 1989, p14) The listener feels a connection to the teller primarily due to a mutual awareness.

Reflect

"The real author of the narrative, is not only he who tells it, but also, at times even more he who hears it." (Genette, as cited by Rosen, 1985, p7) The narrative has specific meaning for the creator. However, the listener may derive different meanings from the same narrative. The listener incorporates the story into his experience, interprets its meaning and modifies elements to fit his philosophy of education. "It was told to you forty years later by the ten year old who heard it... but by remembering it he made it his story, I heard it and made it mine and now it's yours." (Rosen, 1985, p7)

Narrative as contemporary teaching tool

"We still do not appreciate as fully as we ought the importance of narrative scheme and models in all aspects of our lives." (Culler, as cited by Rosen, 1985, p11) The narrative presents teachers with a method to relay knowledge and skills. Specific to the teacher's experience, informal personal stories can provide information that is practical and useful to the listener. For example, the veteran teacher can relate information to the teacher candidates by recalling incidents from his/her career. Especially where there is no information, the narrative can replace traditional instruction.

There are no available sources of academic literature pertaining to yearbook curriculum therefore the use of narrative as communicated in informal articles is the only source of information. The descriptions of these personal stories fulfill the purposes of relating and reflecting. By providing experiential knowledge, including problems and solutions, the teller teaches the reader ways to create and implement a yearbook curriculum. The teller also has a chance to reflect on the past and how it can be improved on. The reader feels a connection to the writers about the universal yearbook experience and comprehends how these solutions might be implemented. The reader also reflects on the similarities and differences between the experiences and makes the story their own.
2.4 Curriculum Theory as related to Teacher Narrative

The term curriculum is a general one, comprising different meanings generated from educational theorists. A simple, yet inclusive definition is 'a course of study'. In the context of this paper, I will focus on a specific and intended meaning for curriculum as related to narrative and the experience of the yearbook teacher.

Narrative as curriculum

Many people think of their lives as a series of stories, ones that are historical and explanatory, and they reiterate these stories to a succession of listeners. People develop their own personal philosophies based on the meaning they derive from the narratives of their experiences. Teachers learn about their curriculum beliefs during their professional practice, often discovering elements of their philosophy of education while narrating an event that occurred in the classroom. Clandinin and Connelly states "curriculum development and planning are fundamentally questions of teacher thinking and teacher doing. We believe that it is the teachers' personal knowledge that determines all matters of significance relative to planned conduct of classrooms." (1988, p4)

Personal practical knowledge

The key term, personal practical knowledge, is significant to this theory of devising curriculum. It “entails reconstructing the past and the intentions for the future to deal with exigencies of a present situations.” (Clandinin and Connelly, 1988, p25) Teachers discover their personal practical knowledge through reciting their narratives to others. Much of personal practical knowledge is embodied in teaching practice and encompasses the continuous modifications of all aspects in teaching from planning lessons to evaluating end products. The development of a philosophy begins with personal practical knowledge, which is revealed through narrative. Knowing one’s philosophy of education is integral to creating curriculum. The act of teaching rarely provides opportunity for reflection and teachers have difficulty theorizing their educational motivations. Teachers understand their philosophy and, subsequently, create curriculum, through communicating their experiences to others.

Understanding Curriculum Influences

Teachers must view their narratives in contexts other than their individual experiences; they must relate the narrative to the classroom, school and the broader realms of
society and education. Clandinin and Connelly provide five curricular influences that they believe teachers should study and reflect upon when creating curriculum.

* Recovering curriculum meaning:
  * Using Research findings:
  * Unlocking literature
  * Stakeholders:

* Curriculum Materials

The two areas that are relevant to the construction of yearbook curriculum are recovery of curriculum meaning from the available resources of informal yearbook teacher stories and using curriculum materials, specifically the curriculum frameworks of Tyler and Eisner.

**Recovery of Curriculum Meaning**

Clandinin and Connelly draw a comparison between understanding the meaning of a narrative with the meaning of text and theory. "It is when we ask ourselves the meaning of story, and tell it in a narrative, that we reconstruct the meaning recovered in the story. The same process holds for the reading of curriculum texts more generally." (Clandinin and Connelly, 1988, p81) Even though teachers reconstruct the meaning of their narrative, text can be recovered or reconstructed. To recover meaning in text means to understand its meaning within the boundaries of its framework, 'in its own terms'. To reconstruct meaning in text constitutes an application of its meaning to the needs of the reader, 'in (the teacher’s) terms'.

Two sets of tools are provided for recovering meaning: the set of commonplaces and the relationship between theory and practice.

**Commonplaces**

There are four commonplaces: teacher, learner, subject matter, milieu. One or more of these commonplaces exist in all text of curricular statements. Using these commonplaces may aid a teacher in deciphering the meaning of text. In the case of yearbook narratives, teacher and student may both be seen as learners, and the subject matter always focuses on creating a yearbook.

**Relationship of theory and practice**

There are two domains of curriculum text: theory and practice. The theoretician thinks about curriculum and will conduct experiments in order to support or negate
hypotheses about curriculum theory. The practitioner uses curriculum as part of fulfilling the needs of the learner and other educational stakeholders. Clandinin and Connelly believe that teachers cannot ignore theory, yet find it difficult to integrate theory into their daily teaching routines. However, they state that once a teacher comprehends the implementation of theory through new ideas and actions, the theory will become part of one's personal practical knowledge. "Theory becomes practice when it seeps into our personal knowledge and becomes part of us so that we may act in ways that reflect the new ideas." (Clandinin and Connelly, 1988, p89)

Curriculum Materials

There are vast amounts of curriculum materials that have been written by a number of people and organizations with different theories and motivations. The magnitude of information propels teachers to customize their professional development by choosing materials and workshops that are appropriate and relevant to their experience. Teachers must select and adapt these materials to their educational philosophy and objectives. Three frameworks are introduced, which are broad and utilitarian, and can be applied to yearbook curriculum: Tyler’s four steps to creating curriculum, Eisner’s explicit, implicit and null curriculum theory and curriculum integration methodology.

2.4.1 Tyler's Model of Curriculum

Tyler believes that it is necessary for teachers to understand the goals of the course before attempting to plan a curriculum or create an educational environment. These objectives become central to what one teaches and can be defined by analyzing personal practical knowledge. "There is excellent work being done by teachers who don't have a clear goal, but have an intuitive sense of what good teaching is, what materials are significant, what topics are worth dealing with and how to present materials." (Tyler, 1950, p3)

What are the educational objectives?

Tyler discusses how a philosophy of education is central to choosing appropriate objectives; by selecting a smaller number of highly important goals, one will not attempt too much and accomplish too little. It is also important to teach recent material and focus on the holistic functions of a subject area, considering the interests of all students and education as a
whole. Most important to Tyler are the students as a source for curriculum. Teachers should aim to satisfy the students' needs by creating an environment that provides elements missing from their lives. "If schools deal with matters of interest to the learner, the learner will actively participate and learn to deal effectively with these situations." (Tyler, 1950, p11)

**What education experiences should be chosen?**

Tyler describes learning experiences as the interactions between learners and external conditions in the environment to which they react. Because students are unique and individual, they can have different learning experiences in the same environment. Tyler provides five general principles in selecting learning experiences:

* give opportunity to practise the behaviour implied by the objective.
* students must be happy with the intended behaviour.
* desired reactions are possible for students to achieve.
* many experiences can be used to attain the same objective.
* the same experience will result in several outcomes.

If students derive satisfaction from their experience, they will link it to other satisfying experiences, connecting and transferring knowledge with positive attitudes. Students will learn to integrate information and behaviours in all areas of experience.

**How can learning experiences be organized for instruction?**

Tyler provides three elements that should be reviewed when organizing learning experiences: concepts, values and skills. These are common elements that "serve as the threads running from the nursery-primary through the middle school and the high school to provide the basis for continuity, sequence and integration in the curriculum." (Tyler, 1950, 87) One must select important knowledge or concepts, necessary skills and attitudes or values in the relevant subject area.

Tyler believes that learning experiences should be organized as a means of reproducing them over a long time period, resulting in profound changes in the learner. He presents two organizational concepts: horizontal, the reproduction of important experiences across a number of subject areas, and vertical, the reproduction of experiences as one progresses through grade levels. Important objectives and learning experiences should be reinforced in different subjects and reiterated at every level.
How can the effectiveness of learning experiences be evaluated?

Tyler relates the criteria for evaluating learning experiences to the criteria initially set for devising learning objectives. "The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction." (Tyler, 1950, 105-106) The objectives should result in behaviour change and the chosen learning experiences should provide opportunity for the student to express the desired behaviour. Tyler believes end results that do not meet the objectives requires one to return to the preliminary stages of curriculum planning; one must revisit the learning objectives and goals of the curriculum.

2.4.2 The Explicit, Implicit and Null Curriculum

Eisner defines curriculum as a series of planned events; a student must do something that has aim, purpose, goals and objectives. (1979) Often, there is more than one event planned and those events are planned by a teacher, with educational intentions in mind. However, a teacher must plan with 'flexible purposing' (Dewey, 1938) in that she recognizes curriculum as providing different experiences for students depending on their needs and abilities. What is created and what is left out may determine a curriculum's success in the classroom.

Explicit versus Implicit

The explicit or intended curriculum is a course of study that is planned by teachers, government or other implementers. This curriculum can be inspected and critiqued because it is documented with resources, theories and methodologies in mind. However, this is not the only curriculum that teachers use in the class. Eisner introduces the term 'implicit curriculum' and defines it as a 'hidden curriculum' (1979), inspired by a number of factors, many which occur spontaneously during teaching practice. "Although much of what is taught is explicit, a great deal is not." (Eisner, 1979, p87) Teachers often witness the unfolding of a unique set of events as a lesson progresses, possibly influenced by the time of the day, the students in attendance, the communication, or lack of, that transpires or the atmosphere of the class. Students participate in unplanned experiences and learn knowledge, skills and behaviours that were unintended. Also, teachers communicate strong messages about their personal
beliefs with regards to several issues related to their position as teacher. Through a mix of explicit curriculum, personal practical knowledge and flexible, innovative teaching, the teacher creates an emergent curriculum, some new objectives and a modified narrative of what normally occurs during the lesson.

_The Null Curriculum_

The Null curriculum describes the purposeful or unconscious omission of information. This includes not only content and skills, but theories and opinions regarding the subject matter or issues related to the curriculum. "What is missing may be just as important as what is there." (Eisner, 1979, p97) A curriculum cannot include all relevant and important information therefore teachers may rely on their philosophy of education or personal practical knowledge as a guide to developing a concise set of objectives and a successful curriculum.

2.5 Curriculum Integration

This methodology was an integral part of my yearbook curriculum. It is also linked to the narratives and curricula of Sheya and Tarasovic. Personal narrative and integration of information both provide frameworks that impose order on otherwise random events and knowledge. Context is an essential element in linking different disciplines in authentic ways. "When teachers share their stories, they share their understanding of a topic and bring their mental worlds into closer alignment." (Lauritzen and Jaeger, 1997, p35) In terms of yearbook curriculum, teachers must learn to integrate, combine various areas of expertise for curriculum and connect past experience with a new and emergent yearbook teacher narrative.

"With increasing automation and specialization of modern printing, there had been an ever greater need for one man or woman to orchestrate all the multitudinous activities required to produce a book."(Peterson, 1991, p4) William Morris was an artist held in high esteem by his peers for his expertise in book making and use of the printing press. At the turn of the century, bookmaking involved a sequence of specific tasks; each task required certain skills and was commonly the responsibility of one person. Morris' philosophy, which he imparted to his employees, was that each person should be knowledgeable not only about his job, but also about every part of the process; "the artists be made workmen, and the
workmen, artist". (Morris, 1909) Morris believed that the degree of employee awareness and comprehension of each other's roles and skills determined the aesthetic quality of the end product.

These ideas are evident in the writings of John Dewey (1934), who described the need for a "common substance between aesthetics and other disciplines" (Dewey, 1934). "He argued that rather than seeing different cultural subjects and functions as isolated, discrete, and inherently distinct, they should be seen from a common vantage point. Considering subject matter interrelatedly extends individual social and cognitive growth within each experience" (Simpson, 1996, 53).

The writings of Dewey and Morris display a common philosophy; one must use a holistic approach that makes connections between areas of expertise in order to achieve creative solutions to problems one encounters in life.

Yearbook can be a valuable course for students to experience. Its interdisciplinary nature teaches students to learn and apply different skills to the many tasks involved in creating the book. The quality of the book itself is solely dependent on the competency of the students in learning these many skills.

Integration is a methodology that has been used throughout the century, from the time education consisted of the single teacher in a one-room schoolhouse to open-concept classrooms. Many educational theorists such as Dewey (1934), Gardner (1983) and Eisner (1997) have discussed integration as a positive alternative to discipline-based education. According to Fogarty (1991), the level of integration can vary from a "sequential integration within the disciplines through time as one lesson relates to the next ...(to) relating students' experiences to course content (i.e. student-centred learning)"(1991, p14)

John Dewey (1915) initially used the term, integration. He argued that a positive educative curriculum would consider the experience of the child in relation to society. "All studies grow out of relations in the one great common world...Relate the school to life, and all studies of necessity correlated." (Dewey, 1915, p32) The theory instigated a fury of discussion, which served to change the role that education played in expanding a democratic way of life. The focus was thus changed from developments in integrated curriculum to democratic education.
After two decades of child-centred education, L. Thomas Hopkins officially separated integration theory from the ideals of democratic education in his book, *Integration: Its Meaning and Application* (1937). He defined integrated curriculum as "organized around the immediate, abiding interests and assured future needs of the learner, utilizing materials selected from all areas of the social heritage regardless of subject division." (Hopkins, 1937, viii) Schools changed to incorporate these ideas and promoted experience-centred education and core curricula. A study completed on this new methodology gave positive results, with students outperforming those learning in a disciplined-based school. This continued until the 1950s when subject-based education was reinstated to meet the increasing need for technically skilled workers.

Integration theorists have provided numerous and often different definitions. To some, it was a method that employed a variety of instructional strategies within a given unit or lesson plan to maximize student learning. (Hough, 1994) Or, it was the removal of compartmentalized information by replacing subject-specific time periods with thematic learning experience, drawing upon knowledge from many disciplines. (Jacobs, 1989) To others, it was the extreme opposite of traditional disciplined-based learning, in that curriculum should support well-integrated, activity-based, contextualized real life experiences that lead to self and social understanding. (Beane, 1990) By making connections among ideas through meaningful discussion with their peers and teachers, students can become critical thinkers with higher cognitive skills. (Darlington and Drake, 1990) Although much misunderstanding has ensued, most educators agree that integration is more than a simple rearrangement of lesson plans.

In *Interdisciplinary Curriculum: Design and Implementation* (1989), Heidi Hayes Jacobs clearly defined the terms integration and interdisciplinary as two separate and different methodologies. Prior to her writings, the two words and their meanings had been used interchangeably. Jacobs provides language that categorizes curriculum into levels of integration, from cross-disciplinary curriculum (viewing one subject from the perspective of another) to full integration (full time curriculum based in themes emerging from the child's world). (Jacobs, 1989, 8)

Jacobs also provided a visual continuum of these options of content design with discipline-based design at one end and a completely integrated program at the other end. This
framework places hierachal standards on the designs, determined by the amount of interdisciplinarity displayed. The "complete program", which Jacobs has placed at the high end of the spectrum, is defined as an extreme and radical approach of integration and interdisciplinary curriculum. She equates this model to A.S. Neill's Summerhill, where a student's education emerged from their daily experience.

Several authors following Jacobs discuss terms related to integration in their writings, such as Darlington and Drake (1990), Fogarty (1991) and Beane (1990). Because of the differentiation between interdisciplinary and integrated curriculum, scholars aligned themselves to one of the theories depending on their beliefs.

Beane (1990) stated that curriculum integration had not yet been properly defined and that the theory was still vulnerable to misapplication. "Curriculum Integration is a curriculum design that is concerned with enhancing the possibilities for personal and social integration through organization of curriculum around significant problems and issues, collaboratively identified by educators and young people without regard for subject-area boundaries" (Beane, 1990, x). He believes that true integration is more than a thematic unit; it is the use of subject matter applied by the learner to solve a true-to-life problem.

Beane refers to a framework similar to Jacobs' interdisciplinary model (Figure 1). (1989, p56) The teacher-initiated theme may not be relevant or interactive. Skills and knowledge are still isolated into disciplines and may not be useful or related to the theme. "The students still experience separate subjects and the teacher tries to connect (this information) to the theme,... but the knowledge is not connected." (Beane, 1990, p13)

![Diagram of Interdisciplinary Model](jacobs_diagram.png)

Figure 1: Interdisciplinary Model (Jacobs, 1989)
Beane provides a model displaying integration (Figure 2). The theme is a real problem or issue that is relevant to students. From the theme, students learn concepts that may stem from more than one discipline. Finally, students learn concepts through application to creative activities. "(Students in an) integrated classroom try to solve activities by drawing on multiple sources." (Beane, 1990, p15)

![Integrated Curriculum Model](image)

Figure 2: Integrated curriculum model (Beane, 1990)

The difference between the two frameworks lies in the objectives of the curriculum. Although each model displays a "theme", the theme from Jacobs' model does not reflect a problem that requires a solution. For example, a common theme such as "Apples" is not optimal for an integrated curriculum because "Apples" only serve to superficially link subject content. A theme from Beane's model would provide problem-solving experiences such as "Apple Growth in Ontario versus Alberta". Jacobs' model prioritizes the need to teach subject-specific content over the learning experience. Beane's model only introduces content necessary for solving the central problem. A teacher using Figure 2 would ask, "How can I connect the theme to my math lesson?". A teacher using Figure 3 would ask, "What math knowledge will the students need in order to solve this problem?".

For most schools who have initiated it as a full-credit course, the yearbook program is taught by one advisor to one group of students, all of whom need to acquire a common set of skills. In order to complete the primary task, they need to utilize several concepts from different areas of study.

Using the Curriculum Integration model (Beane, 1990) as a framework for creating a yearbook curriculum, the organizing centre, or "theme" of the program becomes the production of the yearbook. As Beane (1990) stated above, the theme should not be a
teacher-initiated topic rather, a student-centred issue or problem that connects information from various bodies of knowledge. Designing yearbook as the theme is very appropriate to Beane's argument, because the publication of this document is a concrete problem, external to the students. Students must make a product relevant to their personal and social experiences through the application of knowledge and skills.

A yearbook advisor can choose one of two ways to approach Beane's model; one can decide on what concepts are necessary before creating activities or determine activities and research applicable concepts. The latter route is more effective because the large task of producing the yearbook can be broken down into smaller, hands-on activities. Once these activities have been organized, one can determine the information students need to know before attempting the activity itself.

2.6 Summary

This chapter has reviewed three areas of information significant to the research: yearbook literature, teacher narrative and curriculum inquiry as related to teacher narrative. In the section pertaining to yearbook literature, the curricular ideas and experiences of Sheya and Tarasovic were illustrated through synopses of their written stories. The discussion of teacher narrative provided a frame of reference for the stories of the yearbook teacher. Clandinin and Connelly provided a theoretical framework that demonstrates using teacher narrative as a strategy for uncovering their curriculum theories and philosophies of education. Three curriculum "lenses" were illustrated: Tyler's model of curriculum, Eisner's explicit, implicit and null curriculum and curriculum integration as a methodology for implementing yearbook curriculum. These frameworks will be applied in the data analysis.
CHAPTER 3: METHOD

The purpose of the study is to answer the following inquiries: do yearbook teachers create similar curriculum for their courses and, based on the results, is there a need to create standards for yearbook curriculum? In order to answer these questions, it was necessary to determine the process that yearbook teachers experienced while creating their curriculum.

3.1 The Case Study

The case study method was the most suitable to the research. Case study research is applicable to hypotheses or inquiries that question ‘how’ or ‘why’ in examining contemporary events over which the investigator has little control. (Yin, 1981) Case studies can be explanatory, descriptive or exploratory. In my case, the exploratory nature of the questions is a “justifiable rationale for conducting an exploratory study, the goal being to develop pertinent hypotheses and propositions for further inquiry”. (Yin, 1981)

The development of a research design for the case study was based on five components: the study’s questions, propositions (if applicable), its units of analysis, the links between the data to the initial questions and/or propositions and the criteria for interpreting the findings. (Yin, 1981)

Questions for the study
For my study, the questions were formulated at the beginning of the research; do yearbook teachers create curriculum that is similar? Is there a need for standardization of yearbook curriculum? I discovered that these questions could be answered by inquiring as to ‘what’ yearbook teachers think about their curriculum and ‘how’ they create their curriculum for their yearbook course.

Propositions
The question of ‘how’ is exploratory in nature therefore I recognized that the direction of the research would be unknown. Propositions were not necessary. The intent was to uncover information and results that would create opportunity to formulate hypothesis for future research.
Units of Analysis

The units of analysis refer to defining what the ‘case’ is. (Yin, 1981) The unit of analysis can be a person, organization, program or event. It is characterized through its relation to the initial study questions. My research followed a classic case study, the ‘case’ being the individual. The two yearbook teachers who participated in my study are the primary units of analysis. The information that I receive from them will clarify the questions of the study.

Linking data to the initial questions

This step will be utilized in the data analysis section of the research. The idea of ‘pattern-making’ (Campbell, 1975) can be used to relate data collected from the research to academic theory discussed in the literature review. “(Pattern-making takes) several pieces of information from the same case (and) relates it some theoretical proposition.” (Campbell, 1975 as cited by Yin, 1984, p33) Because the research design uses multiple case studies, my intent is to triangulate the connection between each case study and teacher narrative theory. My hope is to discover similarities between each teacher and their curricular experiences.

Criteria for interpreting findings

The criteria for interpreting data can be based on the patterns found in the cases and theory. One set of criteria will be based on the elements of the yearbook teacher narrative, elements that are ‘given and non-negotiable’. (Burgess and Carter, 1996) These elements should connect the data between the two cases to the theory of teacher narrative.

3.2 Selection of Research Design

The study will be based on a multiple-case, replication design. (Yin, 1981) This design begins with an explanation based on previous theory. Case selection and data protocol are important the data collection process. After collecting information from two or more cases through formal data collecting techniques, the conclusions from each case will be analyzed and considered the criteria for replication in the other cases. The existence or lack of replication will be reported in a summary report, indicating whether results are consistent with the initial theory.
3.3 Criteria for judging quality of research design

Three criteria have been selected as test for the quality of the research design: construct validity, external validity and reliability. (Yin, 1981)

Construct validity tests the set of measures that the researcher has chosen to collect and analyze data. Failure to select appropriate measures can result in 'subjective' judgements in the conclusions. In order to avoid biased results, I plan to demonstrate that the measures reflect the specific objectives of the study by using multiple sources of evidence and illustrating a chain of evidence in the data analysis.

External validity in relation to case studies is based on the ability to generalize a set of results to a broader theory, demonstrated through 'replication logic'. (Yin, 1981) By completing comparative data analysis on two case studies, I intend to establish replication logic by showing similarities in the data from each case and connecting them to teacher narrative theory. I will also discuss the data using flat, rich description. (Carnahan, 1995)

Reliability ensures a minimal amount of error and bias in the study. The investigator achieves reliability by conducting research in an 'operational' manner. (Yin, 1981) Another investigator should be able to reproduce the procedures and arrive at the same results. I plan on developing a case study database by using multiple data collection devices. I will also implement the case study protocol I have designed for the research.

3.4 Sample Selection

Selected individuals needed to meet a set of requirements in order to participate in the study; the yearbook teacher had to be scheduled to teach the full-credit yearbook course during the 2000-2001 school year and had to have a minimum of one-year teaching experience in any chosen subject matter. The participant could not be a non-teacher, such as a parent volunteer or secretary in order to understand terms and concepts associated with the teacher narrative.

I acquired a list of the secondary schools from two Boards. I phoned and spoke to the person knowledgeable in the school timetabling, usually a guidance counsellor or an administrator of the school. Of the eighteen secondary schools that were contacted, ten
schools acknowledged yearbook as part of their course calendar, although two schools were not offering the course in the following school year.

Eight schools received a questionnaire directed to the attention of the yearbook teacher for 2000-2001. Two questionnaires were returned. The two teachers indicated that they would participate in the study.

**Descriptions of participants**

**Dianne**

Dianne has been teaching visual art and co-operative education for fifteen years. Three years ago, Dianne was diagnosed with multiple sclerosis and chose to work on a part-time basis. Since then, she has been teaching three or four courses a year. At the present, she is working in a large secondary school with a population of 2000+ students. She is part of a small department and teaches all her courses in a classroom outfitted for visual art purposes. She also has access to two computers.

Dianne was a volunteer advisor for the yearbook club for four years. In 1998, many extra-curricular activities ceased, including yearbook club, as a result of a work-to-rule situation in her school. However, the administration wanted to offer a yearbook to their students therefore they instituted a full-credit course in 1999. Dianne accepted the position of yearbook teacher.

Dianne is presently teaching two courses, Grade 11 visual art and yearbook, in the first semester of the school year 2000-2001. Dianne is quiet and contemplative but is direct in her opinions. She enjoys teaching and feels connected to her school community.

**Peter**

Peter is a business and computer studies teacher, who has been teaching for fifteen years. He works at a large secondary school with 2000+ students. He belongs to a department of ten people, who teach accounting, marketing, computers and communication technology. Peter is currently scheduled for a seven-out-of-eight course schedule. He has four yearbook sections, which are all located in classrooms equipped with 30+ computers. During the rest of his timetable, he rotates between computer-equipped classrooms and portables.

The yearbook course has been accredited for six years and has been taught by three teachers. The administration asked Peter to teach the yearbook course in 1999, when the last yearbook teacher went on a leave of absence. Peter accepted the position as a new challenge,
one that could open possibilities for an opening in a new school. Peter intends to gain a promotion to department head. Peter also teaches night school every second semester. Peter is talkative and excitable. He enjoys teaching, but is frustrated with the political problems in education.

3.5 Data Collection

In order to ensure the reliability of the data, a case study protocol was planned and implemented. (Appendix 2) The protocol was followed for each case. A case study database was created, containing all data collected from the research and the information reported in the thesis. Multiple sources of evidence were gathered to create this database. The most substantial source is the data collected from interviews.

Artifacts

Artifacts were collected and photocopied as evidence. These artifacts consisted of yearbook-related materials, teacher-made lessons and course outlines and evaluation documents. Participants did not accumulate many resources or document lesson and activities. This resulted in a less than substantial number of artifacts.

Written Observations

As researcher, I wrote my observations about the participants, the settings, the artifacts, the interviews and information pertinent to the teacher narrative. These observations were collected during two introductory phone calls and three interviews with each participant. Phone conversations were conducted on matters of confirming interviews. The interviews were between 20 and 60 minutes. Much of this data is linked with data collected from the interviews.

Interviews

Three separate interviews were scheduled over a period of four months, the length of a semester. The first interview was conducted prior to the first day of school, the second interview was taken after mid-term reports and the third interview was given during exam week, after the formal conclusion of first semester classes. The interview questions were based on objectives, learning experiences and changes that occurred during the semester. The interviews were taped. Participants were asked the same list of pre-determined questions
during a set time period of 20 minutes per interview. Some interviews were longer if the interviewee wanted to offer extra information. Although interviews were focused, some questions were reworded or extra questions were added. The open-ended and conversational nature of the interviews allowed for the flexibility needed to explore the personal narratives of the yearbook teachers.

3.6 Summary

The case study was most suitable to conducting research on yearbook curriculum and exploring the following inquiries: do yearbook teachers create similar curriculum for their courses and, based on the results, is there a need to create standards for yearbook curriculum? The type of inquiries, the small number of cases, the use of multiple theories and the exploratory nature of the research determined that a multiple-case, replication design was appropriate. This design allowed for triangulation of data sources, of theories and between cases, providing reliable and credible information.

My personal experience as a yearbook teacher was both a motivation and limitation of the study. The bias of my expectations and beliefs about yearbook curriculum was avoided by using multiple data collection techniques such as writing, recording and collecting artifacts during interviews. Also, I collected data in its entirety and wrote observations and reports using flat, unbiased language.
CHAPTER 4: CASE STUDIES

The reported information below emphasizes three areas: the objectives and learning experiences that each yearbook teacher had planned, the objectives and learning experiences that emerged during the course of the semester and the changing narrative of the yearbook teacher.

Dianne

First Data Collection, September

Introduction

Dianne has been teaching for fifteen years in the subject areas of visual art and co-operative education. She volunteered for four years as an advisor on the extra-curricular yearbook committee. Last year, the yearbook club was restructured into a full-credit course and Dianne accepted the position as yearbook teacher. "The Board is in a work-to-rule situation - this probably pushed the idea of a credit course ahead quickly. It's long been the opinion of many that the skills learned (in yearbook club) could easily be translated into credit-worthy (material)." She is presently teaching one visual art course and the yearbook course. I asked her to recall the feelings she had upon accepting the position of yearbook teacher. She said that she was apprehensive. However, after being offered the opportunity to choose the students for a small class, she felt that her teaching task would be more manageable.

Dianne has an idea of what to expect when she welcomes her class on the first day. After teaching yearbook the previous year, she feels confident in implementing the same curriculum. Students who are experienced and motivated are returning from last year's course. New students have been individually selected. And the class size is what was expected.

Objectives

Dianne's objectives for the yearbook class are different from course objectives she developed in the past. In her other classes, she has a strict course outline and list of goals, a result of much planning. For the yearbook class, she wants two things to happen; she wants

The Yearbook Program 36
the yearbook to be completed on time, resulting in a viable product and she wants the students to ‘run the class’. “The yearbook should be their work, their ideas. And strong student input will give strong student output.”

Dianne felt that ‘she was barely surviving’ in her first year and she was not able to create any written lesson plans or a daily planner of the course. She believes that the nature of yearbook does not allow for any kind of formal planning because “deadlines can change, and the book revolves around the events and the students in the school. Teachers can only have a rough outline of what to expect.” Tools such as the ladder and the school calendar primarily dictate when pages in the book should be completed.

Dianne believes that the lack of concrete lesson plans allows her to ‘facilitate’, not direct student learning. Her students quickly understand that they must plan their own experiences and complete tasks depending on the calendar of events and publishing deadlines. This provides students with many opportunities to display the independent behaviour that Dianne believes is an important objective for the yearbook course. “If teachers have directed students to what they should do, then it has defeated the purpose.”

Dianne concedes that certain introductory lessons must be taught in order for the students to gain the basic skills and knowledge needed to create a yearbook. She provides her students with information from different areas such as design, computer studies, photography and art, accompanied by some minor practice assignments. She hopes to discover specific strengths and talents in each student, but wants all students to understand the basic concepts of all areas relevant to yearbook. This will allow students to integrate the different areas when they are completing the book.

When asked if she used curriculum integration as a methodology for her curriculum, Dianne said that she was unaware of the term. However, she described the yearbook course as employing what she perceived to be curriculum integration ‘to some degree’. “Some students were good at art or writing... (I) wanted to see what each student would focus on in the book, but all students would be doing a bit of everything.”

Learning Experiences

In Dianne’s class, students participate in teacher-directed lessons and independent, self-initiated tasks. She describes these learning experiences as containing two ‘strands of content’: critical information and skills needed to complete tasks and the student-driven
content that is integral to the yearbook. Dianne states that students must combine the two strands in order to create a viable product. By organizing these learning experiences in this manner, Dianne believes that her objectives for the course will be met with success.

**Second Data Collection, November**

Dianne explains that the class is different from her class last year. Even though she had handpicked the students for the course and believed that having students with experience would benefit the class and the book, she did not anticipate the type of relationship that developed between former yearbook students and new students. She describes her class as ‘two sets of students’, the new yearbook students, or ‘first years’, and the experienced students, or ‘second years’. She describes her first years as feeling “intimidated by the second years.”

**Objectives**

Dianne’s objectives have not changed; she intends students to take the information she provided and create their own yearbook with little input from her. She is able to see if students have grasped the concepts and skills, and facilitate changes that are unavoidable. However, students are working independently to complete the book. She has not written specific lesson plans for the experiences that have occurred. There are some quizzes and paper assignments for which students have been evaluated. Dianne is more concerned with receiving and proofing pages for the book. She sees this as a more realistic format to follow and regards the students’ pages as the most significant items for evaluation.

**Learning Experiences**

Dianne mentions that her intention to teach the two ‘strands’ had to be modified during the first month of the course. She began to teach the basic information. Reflecting on her teaching, she realized that her ‘second years’ had already participated in this learning experience, were anxious to begin the book and work independently. Dianne changed her plans by allowing the second years to develop a theme, complete the ladder and designate duties and the first years continued the introductory assignments. Dianne feared that the ‘split in the groups’ might have created ‘a hierarchy’. “I had to teach initial skills to the first years
while the second years began working on the book. The two groups did not blend well, not what I had expected.”

**Emergent Change**

Even though this problem had occurred, Dianne saw a positive element and will add a new objective in the future for her course: to divide the first years and second years and provide different programs for each group. “I would rather have the first year/second year split. The first years will recognize their mistakes, learn from them and want to return to do the book their way.” Dianne realized that she wanted students to return to yearbook as experienced ‘peer tutors for the first years’ and thought of this as a way to promote independence and initiative in yearbook students.

Dianne realized that the introductory assignments were effective tools to use when assessing in which areas her students were strong or weak. “I noticed two students were very capable in using the computers, and others were good salespeople for the ads.” She recognized that students who excelled in a specific area were advising or teaching others how to work through related tasks. She hoped that students would become competent in all areas of expertise through this type of peer tutoring.

Dianne concluded that she would change her curriculum by implementing a separate program for the second years. “(I want to) have a more structured format for the second years instead of (having) more review in the beginning...they can develop the ladder and book”

**Third Data Collection, January**

Dianne is relieved that her classes are finished, but she will be continuing her yearbook program into the second semester. “I will still be seeing the yearbook kids during the second semester. They still have things to finish.” Dianne states her belief that yearbook is not an average class. “Students will not receive their marks until June, because (students are responsible for) deadlines after the semester is done.” Students are expected to come back for 15 minutes in the morning, or an alternative schedule, in order to complete the work. Although first semester classes are complete, her students realize that the yearbook class does not end until the book is finished. Dianne believes that this is the most important opportunity to display the independent behaviour she hoped students would learn.
Objectives

The objectives of the course remain the same: to finish the book successfully and to have students run the class and the yearbook production. Dianne continues her evaluation of these objectives into the second semester. And she believes that she will meet both objectives with success. “Most of the work is already done...there is nothing major for the second semester.” She also says that the book is really the work of the students; it contains their ideas and showcases their abilities, which follows her initial goals for the yearbook.

Learning Experiences

Dianne mentions the differences between the first and second year students and discovers the occurrence of a learning experience for herself. Next year, she will implement a third objective: to provide introductory learning experiences to first year students that limit their involvement in creating the final product, resulting in a high return rate of these students. This objective supplements the other two; a returning staff of experienced students can help tutor first year students, make decisions and meet deadlines, ultimately achieving independence from Dianne and creating a successful yearbook.

Dianne felt that her course did not need formally written lesson plans or units, and she does not plan to write a detailed curriculum for the second semester or future yearbook courses. “The yearbook is run like a business, not like a normal class. Things happen spontaneously, with students, school events, the publishing plant and you can’t plan for these things.” She continues by saying that these spontaneous occurrences happen so frequently that they would interrupt planned lessons on a daily basis. As well, planned lessons would hinder the development of a student-initiated curriculum. Students complete tasks, based on the calendar of events, a student-generated ladder and the daily changes and interruptions.

Conclusion

Dianne will be returning for a third year as yearbook advisor. “I have ironed out some of the problems that happened this year.” She plans on most of the first year students returning and she will have the opportunity to choose a new group of first years, students who should be of advanced ability and have strength in computer studies, art or English.

She will continue to teach part time and looks forward to watching a new yearbook unfold.
Peter

First Data Collection, September

Introduction

Yearbook has existed as a credit course for six years at Peter’s school, placed in the department of Business and Computer Studies for the last four years. Peter remembers the change of yearbook from club to course, recalling his participation when yearbook staff existed as an extra-curricular committee.

Peter has been teaching for 15 years in the subject areas of Business and Computer studies. When the previous yearbook teacher accepted a leave of absence, the administration asked Peter to accept the position. He has taught the course once, and has decided to try it again.

Objectives

As we begin discussing his objectives for the course, he provides a definition of a yearbook teacher. “(A yearbook teacher) must be excited about the book and theme. This makes the students excited...I had no idea how to create (the yearbook), lacking experience, knowledge and content. (One) has to have the desire to do well.” He states that a yearbook teacher should have some computer skills, teaching experiences (“A first year teacher would have difficulty.”) and be able to handle ‘controlled chaos’. “The class is not structured, the kids are everywhere...you have to be a heavy handed supervisor.”

The objective that Peter regards as most important is making sure that students have all the necessary skills needed to create the yearbook. If this objective is achieved, then other goals will be met. The two other goals for Peter are ensuring student independence and finishing the yearbook.

Peter believes that ‘students should do the actual work’. However, he feels it necessary to provide a detailed plan for them to follow in order to complete a successful book. Peter discusses his written course outline and structured exercises. “I have organized everything for the kids such as dates, jobs, course outlines.” He also has a list of themes for the brainstorming session, which will result in the central idea of the book. He has drawn up the ladder and plans on delegating duties to students. Peter states that he needs control over the curriculum of the course. “I am more teacher-directed. Socratic lessons are more efficient
for learning material. But the yearbook students have as much input as possible, more so than any other course.”

**Learning Experiences**

Peter will introduce the course by discussing and choosing the theme with students, followed by a series of computer lessons and exercises that will teach computer skills and software knowledge. Peter believes that computer knowledge is key to creating a successful book. “It is what the students should know, first and foremost.” Peter hopes that these introductory learning experiences will develop consistency and uniformity among student-created product. “Students (will learn) to create a page, hopefully developing a book that looks homogeneous. (These lessons) will bring students together on a single idea of how to do something.”

Peter has prepared and organized the course outline, ladder, computer exercises and some tests, but admits that everything cannot be prearranged, especially in yearbook. “Yearbook is different from other courses. It can’t have structured lessons that all students must follow. There’ll be a lot of individual work. Other classes work on same topic. Other teachers can develop lessons using a textbook (because) the content is always the same. (Yearbook has) spontaneous problems; you must be flexible.”

**Second Data Collection, November**

Peter begins the interview by discussing a number of different computer initiatives that have occurred over the past month. He informs me that he received digital cameras and is successfully applying their uses to all yearbook photography. He is excited because the digital process has made production and submissions to the printing plant easier. He tells me about several computer innovations that he has taught the students, all of which I find difficult to follow. He states that focusing on computer skills and software has helped students achieve consistency in their product and follow the rules of publishing.

**Emergent Change**

When asked about the students in his class, Peter describes the composition of his classes and confesses that he did not anticipate such changes from his prior experience. Peter has four sections of yearbook in total, double the number from his first yearbook experience;
two classes are of advanced ability and placed in the first semester and one advanced class and one general class have been slotted for second semester. Class sizes range from fourteen to twenty-three people.

Learning Experiences

Although he had no input in these changes, Peter feels that the changes have not affected his comfort in teaching the course or his ability to modify his curriculum. "All the students have to learn the computer, so that doesn't change. We'll just put more pages in the book." However, he foresees the possibility of 'lag time', periods of time when students cannot work on their assigned pages or tasks because of other students, timing of events or lack of available equipment. Peter believes that this will necessitate more structured, skill-based activities or 'busy work'. "If the book goes too fast, (we will) split skills and actual product, half and half, for the course."

Peter states that curricular changes will not matter because government curriculum restrictions will restructure the existence of yearbook. "Yearbook is not in (The Ministry of Education's) new curriculum therefore you can't teach it. It must be integrated into another course that government curriculum is written for such as data processing. It must be coded."

Third Data Collection, January

It is exam week. Peter has finished giving his yearbook students their exam. Although most teachers are marking or cleaning, Peter is already preparing for next semester, anxious about his new timetable. "I have two yearbook classes, one that is general, two more classes and night school. I'm nuts! Why am I doing night school?" Many boards have implemented seven-out-of-eight timetables for teachers and Peter feels that this may hinder his success with the yearbook. He admits that he had a more difficult time with having two yearbook sections instead of one. "The morning class did the easier part of the work, I was more straightforward with them. The afternoon class did pick-up stuff, more constructive and abstract." He recognized differences between the classes, discovering that one class was more intuitive, cooperative and intellectually stronger than the other. He utilized the strengths of certain students to maintain a satisfactory level of quality. "I get some students to double check others' work." Peter found that ability level dictates a student's level of independence.
Objectives

Peter decided that the objectives of the course must include completing a homogeneous document and learning basic computer skills. Peter thought it was important that the book displayed continuity, never revealing that it was the product of approximately eighty students. Peter believed that computer knowledge was integral to creating this type of product.

Learning Experiences

Peter found it challenging to have two classes completing tasks on the same project. He separated jobs and delegated them according to the students’ abilities, focusing on creating a singular, uniform document. Within each class, Peter paired students and assigned tasks for partners to complete together, allowing them ‘to bounce ideas off one another’.

Peter thought that having two classes participate simultaneously was beneficial because more students could complete more work. However, Peter had lower expectations for less motivated students and became frustrated with students who did not understand the gravity of completing a yearbook. “It was a slow painful process to watch students take days to do something that would take you thirty minutes. I felt that some students were not responsible for their own work. The club is better because those students are more motivated. Or maybe I’m just a perfectionist.”

Conclusions

I asked Peter if controlling the composition of classes would help him achieve his objectives. He thought that it might help. He believed that it was more important for the school to implement pre-requisites for students, assuring that they have computer knowledge and grade nine keyboarding. He concluded by evaluating his curriculum, thinking he had spent too much time teaching. He hypothesized that a yearbook teacher should teach quickly what is necessary in order to finish the book and make students work independently. “I ask myself, what do I need to teach quickly so we can finish this book? I spent too much time teaching general stuff and doing proofs. (One must) teach essential stuff like software so that (students) become independent and get the work done. Yearbook is like a business...you have to meet the deadlines.”
CHAPTER 5: CROSS-CASE ANALYSIS

5.1 Elements of the Yearbook teacher narrative

The data collected on the two participants in the study communicated two separate accounts of curriculum creation for the same course. It illustrated the conscious selection of objectives, the emergence of new objectives and the modification of the narrative as yearbook curriculum maker and teacher.

The narrative of the yearbook teacher contains elements that are “given and non-negotiable” (Burgess and Carter, 1996). Although there may be some variations in their stories, all yearbook teachers understand and relate to certain terms, concepts and events embodied in the narrative. These elements define their subject position as yearbook teacher and are a vital aspect of their curriculum. Comparing the information from the participants and elements of yearbook teacher narrative in the literature review, three elements were consistent and universal.

i) “Completing the book” has been the primary objective of all yearbook teachers, more important than any educational outcomes. Their narratives have underlined a strong urgency to meet this objective. Yearbook teachers have expressed their frustration and stress over future consequences if the yearbook is not completed.

ii) Yearbook teachers have associated the implementation of their curriculum with the concept of “running a business” (Sheya, 1995, Tarasovic, 1995) Terms such as ‘jobs’, ‘deadlines’ and ‘budget’ have been connected with the language of private enterprise and consistently appear in yearbook teacher narrative. Although their stories do not clearly define how their yearbook classes progress in a similar manner to the activities of a business, yearbook teachers have connected their objectives and learning experiences to what they perceive as business-like, as opposed to their regular teacher narrative.

iii) Yearbook teachers have viewed student independence as integral to a successful course. Reasons to include this objective vary depending on the teacher’s personal narrative and philosophy. Two reasons are illustrated in the literature and data are as follows: students should use their own ideas and products to create a ‘student-centred’ book or the ‘business’
quality of the course should be enforced, encouraging students to take responsibility for their ‘jobs’.
The three elements were recognized in the data from both Dianne and Peter.

Dianne

Dianne’s philosophy of yearbook education was developed from recollections of and reflections on her experiences as a club advisor. She watched students on the committee work diligently on the yearbook project, making decisions, taking initiative and asking for little guidance from supervising volunteers. She realized the pride and sense of accomplishment that students felt after viewing the finished product.

Dianne wanted to create a curriculum that inspired feelings, behaviour and actions she witnessed while working with the yearbook club. She used past yearbooks and relayed stories to her students about the club. She provided basic information, a foundation of knowledge and skills that students used to develop their personal ideas into a concrete product. Dianne believed that the two objectives of her curriculum, completing the book and promoting student independence, supported her philosophy of yearbook education.

Dianne’s narrative included the elements associated with the stories of yearbook teachers. She recognized a business-like quality in the course and felt a strong need to complete a yearbook. However, she prioritized the need for a curriculum that develops behaviours that can be transferred to other subject areas; producing the yearbook is a vehicle for students to display independence, responsibility and initiative.

Dianne’s curriculum was similar to Sheya’s model, “Stand, Delegate, Guide, then Stand Aside.” Both believed that students will achieve complete autonomy after progressing through the course, but they both had the advantage of working with motivated, advanced ability students. Other yearbook teachers may not share this aspect of the narrative. For example, Peter did not allow students with less adequate skills and knowledge to be completely independent therefore his curriculum did not effectively result in student autonomy.

Peter

Peter discussed his first experience teaching yearbook as ‘controlling chaos’ and ‘running a business’. Seeing himself as a ‘heavy handed supervisor’, Peter connected yearbook with his experience as a business and computer teacher. His primary objectives,
like Dianne, were completing the book and promoting student independence. However, he emphasized the importance of the appearance and content of the yearbook. He implemented skill exercises and practice activities until he felt that student output met his standards for inclusion in the yearbook.

Peter relied primarily on his computer experience and materials from the previous teacher in defining his curriculum in his first year. He discussed using several software programs and included computer applications as a central theme to the course. "Much of the yearbook is developed on the computer." Drawing from his experience as a computer teacher, Peter felt comfortable with developing a ‘training program’ based significantly on computer skills and knowledge.

Peter related to yearbook teacher stories through the three universal elements and his subject position as a yearbook teacher. However, some differences in his narrative have affected the progress of his curriculum such as class composition and his other teacher narratives. Peter was unable to control certain class characteristics such as class size, ability level or choosing individual students. Combined with his experience as a business and computer teacher, Peter believed that the students must acquire a certain level of proficiency in order to produce a viable product. Students who fail to meet these standards did not participate in learning experiences specifically geared towards producing the yearbook.

5.2 Emergent changes in Personal Narrative

Although the participants understood the three universal elements of yearbook teacher narrative, each participant demonstrated unique characteristics of the personal narrative. These new elements were individual to their experience and emerged during the process of the yearbook course.

Dianne

Dianne experienced a set of circumstances that propelled her to modify the yearbook teacher narrative she understood and used to create curriculum for the upcoming year. She was aware of the changing composition of her class from one set of new students to two sets of "first years" and returning "second years". However, she did not anticipate the effect it would have on her experiences as a yearbook teacher, resulting in a need to modify her
curricular objectives. The split in ability level, her experienced second years and her new first years, caused her to reflect on the inability to develop the behaviour that she wanted to see in her students. She needed to change her curriculum to accommodate these changes. And although she had the power to change the composition of the class for next year, she was confident in the new structure of her class, and comfortable with her new narrative.

She changed the curriculum to promote 'student tutoring' in which the second years would be able to help the first years, removing Dianne's influence on the curriculum even further. This resulted in more student-directed learning experiences, less teacher intervention and total student independence. She recognized the need to teach introductory skills to the first years and the importance of allowing the second years the freedom to make decisions fundamental to book production. By incorporating this new story into her narrative, Dianne implemented the essential ideas of her personal philosophy.

Peter

Completing the yearbook and promoting student independence were the two primary objectives in Peter's initial curriculum. He stated that he "wanted the students to do all the work". However, Peter provided the ladder, course outline and calendar as well as implementing planned activities that were heavily based on computer skills and knowledge. As the course progressed, Peter revisited his objectives, placing less emphasis on student independence and more importance on completing an exceptional yearbook.

Peter experienced difficulties with the composition of his classes and found this detrimental to his curriculum. He modified his curriculum by stressing computer literacy and proficiency in all of his yearbook students above other skills. He also exerted more control over student input by delegating himself or students he assessed as capable to correct unsatisfactory student work. He became frustrated over the inefficiency of students who could not complete their work or meet his objectives. "It was a slow painful process to watch students take days to do something that would take you thirty minutes." When reflecting on his new narrative, Peter concluded that course pre-requisites and prior computer experience were essential to his curriculum and successful achievement of his objectives.
5.3 Application of Tyler's model of Curriculum

Tyler's model was applied to the data to further investigate the changes in the emergent narrative of each participant and provided enlightenment on the circumstances that propelled each teacher to investigate different elements of their experience. During this analysis, the learning objectives were analogous to the elements of the yearbook narrative and the learning experiences signified the emergent changes in teacher narrative and the development of new elements singular to each participant's experience.

What are the learning objectives?

Tyler indicated learning objectives, as part of constructing a curriculum, should include the following elements: contain achievable and important goals, a focus on connections between contemporary knowledge and skills from different areas of expertise and an interest in the needs of the students. The objectives should be in line with one's educational philosophy. Dianne and Peter shared two objectives from their yearbook curriculum: to complete a successful yearbook and to promote student independence.

Objective 1: Complete the yearbook

The primary goal of the yearbook course is to create the yearbook, which previously was the responsibility of a now-defunct extracurricular club. Although teachers understand that there is no guarantee that every student will individually achieve the goals of a course, yearbook teachers feel that they are personally accountable for student achievement and the completion of the book.

Dianne and Peter cited the completion of their yearbook as their primary concern. They recognized the involvement of different groups such as the students, administration and the publishing plant. They both felt a certain amount of pressure to manage the demands of and responsibilities to these groups, such as meeting the plant's deadlines or discussing budget with administration. They realized that delegating most of the tasks to the students could relieve some of their stress.

Objective 2: Promote student independence

The second objective, promoting student independence, is central to the curriculum of Dianne and Peter. However, they have different reasons for choosing this objective, based on their philosophy of yearbook education.
Dianne stated, "...the yearbook should be their (the students') work, their ideas." Student independence is central to her philosophy of yearbook education; students become capable of making decisions, realize the high level of 'ownership' of the project and focus on creating a 'student-centred book'. Dianne sees the book as relevant to the students' experiences and a vehicle for making connections between different areas of interest.

Peter stated the "the students should do all the work". Based on past experience, Peter feels that he over-emphasized his role in creating the book, controlling too much of the end product. He wants students to complete the book themselves, learning to make decisions, generating ideas and following them to fruition.

**Dianne's new objective:** Provide different programs for first years and second years.

Dianne developed a new objective during the process of her yearbook course; this objective was the result of a changing personal narrative. Dianne experienced a unique classroom situation from her previous practice; her curriculum was aimed at two groups of differently qualified students. She discovered that the two groups, the first years and second years, were participating in distinct and separate learning experiences.

The second years were bored with reviewing introductory materials, but the first years needed to learn the fundamental skills Dianne viewed as important to yearbook production. Dianne concluded that a separation in learning experiences and a longer time period in which to express desired behaviours and create products would aid students in accomplishing the other objectives of the course.

**Peter's third objective:** Students should acquire computer skills for creating yearbook.

Like Dianne, Peter believed that basic knowledge and skills are required for yearbook production. Both feel that students should complete introductory exercises such as computer workshops and practice layouts. However, Peter imposed computer skills and knowledge as an integral part of student experience throughout the course. Although he stated that students should acquire all necessary skills to produce the yearbook, Peter considered computer application paramount and failed to integrate all relevant areas of expertise into his training program. This reinforces Peter’s perception that yearbook is a computer-generated product and those who make yearbook must be computer literate and proficient in specific software programs.
**What learning experiences are chosen?**

Learning experiences are the interactions between learners and the external environment to which they react. Tyler states that teachers should choose learning experiences that provide the following:

1. Give opportunity to practise the behaviour implied by the objective.
2. Students must be happy with the intended behaviour.
3. Desired reactions are possible for students to achieve.
4. Many experiences can be used to attain the same objective.
5. The same experience will result in several outcomes.

In terms of yearbook curriculum, the two primary objectives are completing the book and promoting student independence. Students must have the ability and desire to produce and finish a yearbook. Students must be given the chance to produce the book. Students may participate in different learning situations during their progress. And students participating in the same learning situation may not necessarily meet the objective, arriving at a different conclusion or product.

The following analyses of the learning experiences Dianne and Peter chose for their curriculum is separated according to the numbered criteria above. At this point, Dianne and Peter displayed differences in their narrative.

**Dianne**

Dianne provided a variety of basic, introductory exercises to acquaint students with the skills needed to create the book. She also encouraged students to initiate and develop book-related tasks, make decisions and control production, allowing them to display student independence.

Dianne interviewed and chose students who were interested in participating in the yearbook course. These students were motivated and eager to contribute their ideas and demonstrate their abilities. Students who were chosen for the yearbook course had advanced standing in other courses and excelled in subject areas related to yearbook production.

Dianne recognized that creating a yearbook require information and skills from different areas of expertise such as art, computers and photography. As part of her curriculum, she implemented exercises that provided students with a variety of knowledge.
Students who did well in certain areas were assigned to tasks that promoted their talents. These students were able to help others perform in that area of expertise. Students were unable to complete all tasks in all areas of expertise. Dianne understood that each student was highly capable in certain areas, but needed to have basic knowledge about everything related to the yearbook. She believed as a group, they could complete the yearbook and realize a certain level of independence.

**Peter**

Peter's initial intentions to promote student independence were circumvented when he realized that student lacked the computer skills he believed were crucial to completing a yearbook that met his standards. He provided opportunities for students to display computer competence, but did not allow students to control the book production. Students were placed in the course by administration for various reasons, although some requested the yearbook course as part of their timetable. Peter realized that not all students enrolled were motivated to participate. As well, the yearbook students ranged from general level ability and computer illiterate to dedicated and talented. Peter was unaware of the students' capabilities until they completed their first exercise.

Peter focused on computer skills as the key to completing the yearbook. His exercises were based on computer information and its relation to yearbook production. Peter was frustrated with students who were unmotivated and unable to improve. His exercises were repeated, hoping that all students would achieve a certain level of competency. After realizing that a number of students were incapable of producing satisfactory results, Peter concluded that students must meet specific requirements in order to enroll in the yearbook class.

**How are learning experiences organized?**

Tyler provided three elements that should be reviewed when organizing learning experiences: concepts, values and skills. The teacher used these elements to sort and classify learning experiences. Tyler believed that learning experiences should be organized as a means of reproducing them over a long time period, resulting in profound changes in the learner.
Dianne

Dianne recognized the need to separate the learning experiences of the first year and second year students. In essence, she created a two-year program for each student; the first year encompassed learning introductory skills, and developing the values of student independence and internal motivation and the second year applied those skills and values to the concrete task of creating a yearbook. Students were given several opportunities to practise skills and develop values in different ways during class, before and after school and through student tutoring.

Dianne also organized her initial exercises as a form of evaluating the strengths and weaknesses of each student. Although she was not consciously aware of using curriculum integration as a methodology for implementing learning experiences, she purposely encouraged students to learn information and skills from all areas relevant to the yearbook production and utilize what they learned in their chosen tasks, as well as to teach others who are not as competent in integrating their skills.

Dianne did not organize or classify learning experiences because she encouraged the students to initiate their own curriculum. The learning experiences were emergent as the book progressed.

Peter

Peter's curriculum contained exercises, activities and tests that assessed computer literacy and skills as well as tasks pertaining to yearbook production. He organized the learning experiences for each student depending on their level of computer proficiency. Students could not begin working on the yearbook until they had achieved standards that Peter had set.

Peter recognized a certain amount of 'lag time' occurring due to the large number of students in his classes. He inserted activities, or 'busy work', into his curriculum, which occupied students who were waiting for equipment, events or other students to finish their tasks. 'Busy work' was similar to the skill-based activities that were introduced to students when they began the course. Peter learned that these activities were needed in order to 'control the chaos'. "(We will) split skills and actual product, half and half, for the course."
How can the effectiveness of learning experiences be evaluated?

Tyler related the criteria for evaluating learning experiences to the criteria initially set for devising learning objectives. These objectives would result in the intended behaviour. Tyler believed that end results that do not meet the objectives require one to return to the preliminary stages of creating objectives.

In the case of yearbook curriculum, the two primary objectives for Peter and Dianne were completing the yearbook and promoting student independence. As the courses developed, Dianne recognized the need to separate learning experiences for the first year and second year students in order to develop student independence, whereas Peter relied on computer skills and levels of proficiency to achieve a completed and exceptional yearbook. Although Dianne believed that her students were capable of completing the book, she was more concerned that her students were motivated, able to work autonomously and could transform their ideas into a student-produced document. Dianne understood that the achievement of both her objectives would be assessed as the second semester unfolds; students who return to finish their work outside of school will meet the goals of the course.

Peter felt strongly about the yearbook's appearance and content; achieving a homogeneous document takes precedent over other curricular outcomes. Peter shaped his curriculum to focus on completing a book that meets his standards, diminishing the opportunities for students to make decisions, take initiative and control book production. Peter will be teaching two more classes of yearbook in the second semester. He believed that he would need to delegate some jobs to these students pending their successful completion of the 'training program'. Although he wanted students to work independently, he did not relinquish control over the yearbook and pursued implementing a teacher-directed curriculum. Peter needed to reflect on the importance of the objective of student independence.

5.4 Application of Eisner’s model: The Explicit, Implicit and Null Curriculum

According to Eisner, the explicit curriculum contained the planned and intended learning objectives and experiences that a teacher, Board or other educational institution have created and implemented in the classroom. The Ministry of Education has written and
distributed mandatory guidelines for most Ontario secondary school courses. However, in terms of yearbook curriculum, there were no guidelines provided as such. The implicit curriculum involved events that occur spontaneously as a result of several factors in the classroom such as time of day or students in attendance. Both explicit and implicit curricula had equal impact on the students. Due to the lack of resources relating to yearbook curriculum, yearbook teachers implemented an implicit curriculum to a great extent.

The null curriculum defines the information, events or activities that do not occur in classroom. This may be a purposeful or unconscious omission.

Explicit Curriculum

Yearbook teachers created their explicit curriculum by planning the learning objectives that they felt were most important to the course. These objectives are the three elements of the yearbook teacher narrative: completing the yearbook, running the course like a business and promoting student independence. Both participants of the study demonstrated that they planned and implemented these learning objectives in their curriculum. These elements were also central to the curricula of yearbook teachers from the literature review. (Sheya, 1995, Tarasovic, 1995)

Implicit Curriculum

The participants began their planning with specific objectives in mind. As the semester progressed, different objectives emerged as a result of several factors. In both cases, class composition was a factor that affected the process of implementation to a great extent. For Dianne, she did not have prior experience working with two sets of students, ‘first years’ and ‘second years’. For Peter, he did not have prior experience working with four sections of yearbook students. Each participant spontaneously implemented new activities to cope with the composition change. They derived new objectives after reflecting on the occurrence and result of these activities. Personal experience was also a factor in the implicit curriculum of the two participants. Both teachers stated that tasks and problems have occurred unexpectedly in the past and they believed that one had to be flexible with planned lessons. How both teachers devised their curriculum in response to different daily circumstances was dependent on the unique elements of their personal narrative.
In Dianne’s case, she extracted specific characteristics of her experiences as a volunteer advisor. She wanted to reproduce them in her yearbook course environment therefore she responded to problems according to her view of the yearbook club. The prominent quality of the yearbook club was student independence, an objective from the elements of the yearbook teacher narrative and one regarded by Dianne as important. In Peter’s case, he relied on his extensive knowledge in computers to determine the solutions to problems that happened suddenly. Computer knowledge was used extensively during the course and became a standard for evaluation.

The Null Curriculum

The explicit objectives of yearbook teacher narratives are general and somewhat vague. The implemented implicit curriculum was dependent on several factors that occurred spontaneously and in relation to the personal narrative of each teacher. The null curriculum, the information that was omitted, was also dependent on the same factors. Both teachers selected the objective of promoting student independence as an important criterion to creating a successful yearbook curriculum. However, as the course progressed, different aspects such as class composition and personal philosophies changed the curriculum-making process for each teacher.

Dianne discovered that the mixing of experienced and new students created an atmosphere that did not work with her original curriculum intentions. She felt a need to diversify and differentiate the learning objectives and experiences for each set of students according to their level of experience. By modifying her original curriculum, she omitted information that may have given different results.

Dianne also created an environment that allowed students to select their own learning experiences based on yearbook tasks for which they were responsible. She provided introductory skills for different subject areas. However, students were in control over what they did and how they did it in order to complete the book and become independent. Students selected learning experiences that were relevant and unique.

Peter felt the need to modify his curriculum as a result of the increase in yearbook sections. He had never taught two yearbook classes during the same semester. He modified his curriculum to accommodate a larger number of students.
Peter also recognized that some students did not meet a satisfactory level of ability or effort when working on yearbook tasks. Peter believed that a 'training phase' needed to be implemented, determining which students were capable of working on the yearbook and which students needed more practice with certain skills. As a result, Peter differentiated programs for students based on their level of expertise.

5.5 Application to Curriculum Integration

"Curriculum Integration is a curriculum design that is concerned with enhancing the possibilities for personal and social integration through organization of curriculum around significant problems and issues, collaboratively identified by educators and young people without regard for subject-area boundaries" (Beane, 1990, x). It is the use of subject matter applied by the learner to solve a true-to-life problem.

The methodology of Curriculum Integration was introduced in the literature review with the intention to explore its applications to yearbook curriculum. The model of curriculum integration defined by Beane is similar to the curricular narratives of yearbook teachers from the literature review. Sheya (1995) states that the production of the yearbook requires many different skills therefore the advisor should learn and teach content outside his/her area of expertise. Sheya also believes that the advisor must organize the students into areas of expertise such as designers or writers. Tarasovic (1995) provides a list of skills in which yearbook teachers require some expertise: writing, photography and design, computer skills, budget and ads, and public relations. She states that students must incorporate all these skills in order to produce the yearbook.

Although the participants did not use curriculum integration as a framework for their yearbook curriculum, aspects of the methodology are incorporated into their objectives and learning experiences.

**Dianne**

Dianne provided her students with information from different areas such as design, computer programs, photography and art, hoping to discover specific strengths and talents in each student. She wanted all students to understand the basic concepts of all areas relevant to yearbook.
When asked if she used curriculum integration as a methodology for her curriculum, Dianne said that she was unaware of the term, but on reflection, equated it to employing different subject areas when creating the book. “Some students were good at art or writing... I wanted to see what each student would focus on in the book, but all students would be doing a bit of everything.”

Peter

Peter believed the acquisition of all the necessary skills needed to create the yearbook was important to student independence. Although Peter did not emphasize equal integration of all areas during the course, he initially planned to introduce learning experiences that utilized different subject areas.

Curriculum Integration was not used as part of a planned, explicit curriculum. The participants did not research resources in this area of curriculum theory. However, they stated that the integration of skills from different areas of expertise was crucial to the successful achievement of learning objectives. The methodology was an unnamed belief that was part of their yearbook teacher narrative.

5.6 Summary

The data collected from the case studies has been analyzed using teacher narrative theory and applied to three theoretical frameworks: Tyler's model of curriculum, Eisner's model of explicit, implicit and null curriculum and Curriculum Integration. Teacher narratives are defined by universal elements that are understood and shared by all teachers. This concept was applied to the narrative of yearbook teacher. The research on yearbook literature and the data collected from the interviews of the two participants revealed similar characteristics. The stories of the yearbook teachers contained three shared elements: the yearbook must be completed, students must become independent and teaching the course is analogous to 'running a business'.

The first two elements, completion of yearbook and student independence, were translated into learning objectives and applied to Tyler's framework of curriculum. This model contained four steps: determine learning objectives, select learning experiences, organize learning experiences and evaluate the curriculum. The two participants shared
similar learning objectives based on the yearbook teacher narrative elements. However, as their courses progressed, the participants chose different learning experiences based on variables such as class composition and personal motivations. As a result, the teachers added new objectives to their curriculum and modified their narrative to accommodate new elements that emerged during their experience.

The elements or objectives of the yearbook teacher narrative were also applied to the theory of explicit curriculum as discussed by Eisner. Explicit curriculum is conscious and planned. The participants purposely chose the learning objectives as a focus for their curriculum. Implicit curriculum defines the unscripted learning experiences that occur due to several factors. The participants experienced changes in class composition and personal narrative that resulted in unintended learning experiences and inclusion of new objectives. Through this modification, the teachers purposely omitted information and learning experiences that could have resulted in different curricula.

The framework of curriculum integration emerged as a methodology that had applications to the teacher-made curriculum stories from yearbook literature. The data revealed that the participants did not research or have knowledge of curriculum integration as an academic theory, but discussed their curriculum in terms similar to the definition of curriculum integration. The application of this theory displayed results that warrant further study in utilizing curriculum integration as a framework for yearbook curriculum.
CHAPTER 6: CONCLUSIONS

The yearbook program has transformed in the past decade. The extra-curricular club, whose participants consisted of several motivated students and a few teacher volunteers, has evolved into a full-credit course, structured according to the requirements of an individual school.

Once yearbook courses were scheduled into school timetables, individuals were needed to teach the course. Although their backgrounds, experience and areas of expertise may vary, yearbook teachers share some commonalities: lack of resources and government guidelines, their past experience as a secondary school teacher and the initial formation of a new yearbook teacher narrative.

6.1 Summary

The literature reviewed resources in yearbook curriculum. It was discovered that there was no academic research or information about yearbook curriculum, but that a number of informal articles written by yearbook teachers explained their personal experiences and their curriculum.

The literature pertaining to teacher narrative stated that common elements of the narrative are understood and shared by all teachers. It also stated that teachers belonging to a sub-group or specific 'subject position' share specific common elements that teachers of other positions do not understand.

The yearbook teacher narrative is defined by certain established elements to which all yearbook teachers relate. The literature and the case study data reveal three consistent elements:
* The primary objective of the course is to complete the yearbook.
* The process of teaching the yearbook course is similar to "running a business".
* An important objective of the course is promoting student independence.

The participants focused on these elements when they planned their curriculum for the course. They intended to choose learning experiences that would result in the achievement of
the two objectives and provide a “business-like” environment. However, they selected and organized their learning experiences differently from one another.

The yearbook teachers arranged learning experiences according their personal philosophy and class composition. Their past experiences influenced how they create their curriculum; they relied on their personal practical knowledge to define the important aspects of a new narrative. Through the process of implementing their curriculum, they realized that the selected learning experiences might result in meeting the goals of the course.

The teachers directly linked the composition of the class to their perception of student achievement. Dianne had the opportunity to choose individual students and had control over the composition of the class whereas Peter did not have input into class composition. Both felt that motivated students were needed in order to achieve student independence. They believed that one must have control over aspects of class composition such as class size, the number of sections or level of student ability.

The teachers chose the same objectives for their curriculum, stating that they must integrate skills and knowledge from a variety of areas in their yearbook curriculum. They unknowingly utilized aspects of curriculum integration in their curriculum planning.

6.2 Implications

The study has revealed that there is a need for standards in yearbook curriculum. The reasons are the motivation for the study and the limitations of the research: a lack of resources, personal experiences and a present need.

Lack of resources

The literature review indicated a lack of research completed on yearbook curriculum. The case study data illustrated that the participants were aware of the lack of academic resources and government documents pertaining to yearbook curriculum. The absence of information signifies a need for further study into this educational phenomenon. It also displays the need for a set of standards concerning the yearbook course.

Personal experience

From my own experience as a yearbook teacher, I recognized that my sole resource for yearbook curriculum originated with the work of other yearbook teachers. The yearbook
The Yearbook Program 62

teacher narrative provided some direction for yearbook curriculum by illustrating a picture of what it means to be a yearbook teacher. However, readers who understand this knowledge are yearbook teachers and have already instituted a curriculum in their school. And although they share certain narrative elements, the data analysis displayed that yearbook teachers also have individual, unique characteristics to their stories as a result of different variables and experiences. The participants chose different learning experiences resulting in a different curriculum with varying means of evaluation. Standards need to be formulated in order to introduce consistency in yearbook courses.

A Present Need

The Ministry of Education requires basic standards for all secondary school courses. The initial stages of data collection illustrated the lack of consistency among school with regard to yearbook course implementation. It is clear that if the yearbook course is a course offered under the same conditions as all other courses, then curricular outlines must be provided.

6.3 Recommendations

The data from the case study presented some recommendations for standards that could be used in yearbook curriculum. The participants stated similar objectives or elements to those mentioned in the teacher narratives from yearbook literature. These objectives, completing the book, student independence and running like a business, can be a starting point for deriving more specific objectives for a curriculum.

The participants also agreed that meeting these objectives is dependent on class composition and student ability. Certain provisions need to be considered in order to provide an environment where the objectives can be achieved.

Education is progressive and ever-changing parallel to the transformations of our society. Teachers are constantly adapting to the modifications that occur in the educational system, adding new experiences to their personal stories. However, teaching is a subjective act, incorporating personality, past experience and ability. Teachers cannot replicate what other do in the classroom, but can strive to meet standards set for their course.
REFERENCES


The Yearbook Program 63


The Yearbook Program 65


APPENDIX 1: Ethical Review Protocol

To be completed by Principal Investigators for all studies which
- involve the use of human subjects, and/or
- involve the analysis of data collected from/on human subjects where such data are not in the public domain.

Title of Project/Thesis: The Yearbook Program: An exploration of the curriculum that yearbook teachers create for their class

Principal Investigator(s) or Student and Faculty Supervisor: Lara Boudignon and Dr. John Ross

Department in which project/thesis will be housed: Curriculum, Teaching and Learning

Objectives of Study: The purpose of my thesis is to explore what curriculum yearbook teachers create in the absence of resources and determine why they created their curriculum in their respective manner. This exploratory case study research shall discover any similarities in the curricula or a common strategy used by each teacher.

1. Data Collection

(a) What data are being collected? (achievement scores, attitude scores, experimental test results, etc.)

I will be collecting narrative information from individual teachers pertaining to their thinking about and planning of their yearbook curriculum and raw materials such as lesson plans, units and the course outline.

(b) How will the data be collected? (Survey, questionnaire, structured interviews, observation, participant observation)

Data will be collected through an initial questionnaire, used only to locate the two most suitable subjects for the project. Data will also be collected through audio-taped structured interviews with each subject during their non-teaching time in school and at their convenience. Some naturalistic classroom observation will occur for the purpose of examining curriculum implementation. This observation will not be taped.
(c) Procedures: Please outline procedures to be followed in (a) and (b) above.

I will administer an initial questionnaire to determine the suitability of possible candidates. This questionnaire will be given to the yearbook teacher of each secondary school within Board X. There are no professional connections among yearbook teachers therefore it is unlikely that they know each other in this capacity. Two teachers, who meet the requirements of the study, will be chosen. Upon receiving consent, I will conduct structured interviews with these teachers and observe naturalistically in the classroom. The compensation of participation comes from an access to all yearbook curricula discussed in the thesis.

(d) Instruments: Please list all questionnaires, tests, observation schedules, interview schedules, etc. to be used. Attach copies where possible.

Initial questionnaire (attached), All-teacher consent form and interview sample consent form (attached)
Interview guides for pre- and post- interviews
Interview and observation schedules

(e) Indicate what information will be taken from existing records (e.g. school records, hospital records).
None

(f) Curriculum Materials: Where the study involves field testing of curriculum materials, please describe the materials (i.e. the substantive content) which are to be developed and tested.
None

2. Subjects

(a) Describe the subject population and give the age/grade level and the affiliation as appropriate (e.g. school, university/college students, school board employees, hospital employees, members of the public). Indicate the number of subjects to be included in the study.

Initial questionnaires will involve six secondary school teachers and/or vice-principals. The study will focus on two subjects chosen from the questionnaire group. The two subjects will be school board employees, specifically in the role of teacher and/or vice-principal

(b) How will the subjects be selected for inclusion in the study?

Subjects are selected from a scarce population due to the nature of the study. They must meet strict requirements in order to participate in the study. The subjects must be teaching yearbook as an accredited course with an official class roll and be a secondary school employee from a school board. I will call school guidance
departments and discover if they offer a yearbook course and, if so, the advisor to whom I would address the questionnaire. I will mail and follow-up on those who received a questionnaire. After completing this phase, I will conference personally with potential subjects.

3. Data Access, Uses and Interpretation

(a) Who will have access to the raw data?

Lara Boudignon and Dr. John Ross

(b) How will confidentiality and/or anonymity of the raw data be maintained? (e.g. will names be deleted and replaced by codes known only to the investigators; will data be stored in locked files?)

The names of the teachers will be known only to Lara Boudignon and replaced with pseudonyms on tapes and in observation notes and data will be stored in my personal locked files for the duration of the study. The case studies will not require the identification of the subjects' names, schools or boards because this information will not affect the results of the study.

(c) What disposition will be made of the raw data at the end of the study? (e.g. to be stored in data archives).

Raw data will destroyed, tapes will be erased and papers will shredded after the duration of two years.

(d) What feedback will be given to subjects and/or to those individuals who provided informed or administrative consent?

Subjects are notified prior to the study that they can access the final paper upon completion. They are aware that their consent to the study will produce information that will be helpful to their continuing progress in developing the yearbook course.

(e) What steps will be taken to maintain anonymity of subjects and test sites in written reports?

The names of the teachers will be replaced with pseudonyms and sites will remain anonymous, being named by letter such as School A or B

(f) What steps will be taken to alert participants to possible evaluative interpretation and to give them an opportunity to withdraw from the study? (By evaluative interpretation is meant, for example, the indirect evaluation of a teacher's professional performance or of a student's academic performance, as the result of participating in the study, where such evaluation is not an objective of the study).
The study is exploratory in nature and its objectives are not based on teacher or student performance. Subjects are aware of the objectives of the study through participating in the initial questionnaire. The subject participates voluntarily after thoroughly understanding the requirements of their role in the study and signing the consent form. I believe that there is no inherent risk of evaluation.

4. Informed Consent*

(a) Will informed consent be obtained from all participants?

   Yes __X__   No _____

(b) Will administrative consent be obtained?

   Yes _____   No __X__

(c) What steps will be taken to obtain individual informed consent and/or administrative consent?

   The consent form for all six potential subjects will be attached to the questionnaire. Consent will be obtained if the questionnaire is completed. The two subjects of the case studies will be presented personally with the second consent form upon verbal agreement to participate in the study.

(d) Will the informed consent be written? Yes __X__  No _____

   If not, why not?

(e) What information will be given to subjects and/or others who are providing informed consent? Please attach a copy of each letter to be sent to potential participants. This letter should describe the study in lay terms, outline potential benefits/risks to participants, indicate that participants are free to withdraw at any time, outline what safeguards will be taken to maintain the confidentiality of the data and to protect participants from possible evaluation on the basis of the written report.

*Administrative Consent

Administrative consent may be deemed sufficient:

a) for studies which have as their intent and focus the acquisition of statistical information and where the collection of data presents

   (i) no invasion of personal privacy;

   (ii) no potential social or emotional risk;
b) for studies which have as their intent and focus the development and evaluation of curriculum materials, resources, guidelines, test items and program evaluation rather than the observation and evaluation of persons as individuals.

Signature of investigator(s) or
Student and Faculty Supervisor

Date
APPENDIX 2: Case Study Protocol

This protocol was implemented at the beginning of the study. It provides a brief outline of the study and serves to reduce researcher bias and strengthen the reliability of the findings.

Overview of Case Study Protocol
Plan for Conducting Case Studies:
Yearbook teachers and their Curriculum

CONTENTS

1. Purpose of the study: to determine what yearbook teachers think about their curriculum and how they create curriculum in order to discover whether similarities between their curricula exist.

2. Motivations:
   A. Lack of resources
   B. Personal experience
   C. A Present Need: the increasing administration of yearbook courses in secondary schools.

3. Literature Review:
   A. Yearbook Literature: informal teacher stories
   B. Teacher Narrative theory
   C. Curriculum Inquiry related to Teacher Narrative:
      i) Tyler's model of curriculum
      ii) Eisner's model of curriculum
      iii) Curriculum Integration

4. Method: Conducting Case Study of Yearbook Curriculum

Procedures:
A. Locating Potential Participants
   i) Call secondary schools from Board X and log yearbook teacher name, address of school
   ii) Call secondary schools from Board Y and log yearbook teacher name, address of school

B. Questionnaires
   i) Send initial questionnaire to schools that fit requirements.
   ii) Follow-up on participants

C. Selection of Participants for Case Studies
   i) Determine who is willing to participate
   ii) Determine who fits the requirements of the study

Data Collection
A. Schedule of Interviews
   i) Dates must be before, during and after semester
   ii) Discuss and choose dates with Teacher X
   iii) Discuss and choose dates with Teacher Y
B. Questions in Interviews
   i) Objectives for course
   ii) Changes to objectives
   iii) Personal strategies
   iv) Curriculum Integration
C. Collect Artifacts
   i) Lesson plans and course outlines
   ii) Materials supplied by publishing company
   iii) Other materials relevant to yearbook curriculum

5. Data Analysis and Reports

A. Individual Case Studies
   i) Description of Teacher X
   ii) Description of Teacher Y
B. Data Analysis related to Theory
   i) Personal Narrative
   ii) Emergent Narrative
   iii) Application to Tyler
   iv) Application to Eisner
   v) Application to Curriculum Integration
C. Cross-case Analysis
   i) Comparative narratives
   ii) Comparative in Tyler’s models

6. Conclusions: Final results and propositions for further study
APPENDIX 3: All-Teacher Consent Form

Ontario Institute for Studies in Education
University of Toronto
All-Teacher Consent Form

Lara Boudignon, Master of Arts student and Principal Investigator, and Dr. John Ross, Professor and Supervisor, both of the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) are conducting a research project on curriculum planning for the yearbook course in secondary schools. The purposes of the study are (i) to explore what curriculum yearbook teachers create in order to teach the course, (ii) to discover any similar strategies or curriculum theories that these curricula share and (iii) to determine the reasons why each teacher chose to create a curriculum in his/her respective way.

If you agree to participate in the project, you will be asked to: (i) complete the attached questionnaire concerning your work as a yearbook teacher. The questionnaire will take approximately 20 minutes to complete. Based on the questionnaire results, two teachers will be invited to participate in the next phase of the project. Criteria for selection include appropriate yearbook course conditions, diversity between candidates and clear, focused opinions about yearbook curriculum development. The next phase of the project includes an opportunity to discuss the curriculum you have planned for the yearbook course and some classroom observation.

Participation is voluntary and no evaluative judgements will be made if you decline to participate. You may withdraw at any time during this study without negative consequences. All names and identifying characteristics of the questionnaires will remain anonymous. Questionnaires will be stored securely in locked filing cabinets and will only be accessed by Lara Boudignon and Dr. John Ross. Questionnaires will be shredded at the end of the study.

If you are willing to be involved in the project, please complete the attached questionnaire and return it in the stamped addressed envelope by ___________. If you have any questions, please call Lara Boudignon at 416-227-2291 or Dr. John Ross at 705-742-8827.
APPENDIX 4: Initial Questionnaire

This questionnaire was mailed to secondary schools of Board X and Y that were offering a full-credit yearbook course in the school year 2000-2001 and indicated a yearbook teacher that would be administering the course. The questionnaire was directed to the yearbook teacher. Follow-up phone calls were made to participating teachers to confirm that they received the questionnaire.

Due to recent trends in Ontario secondary education, yearbook has been restructured from an extra-curricular activity into a fully accredited course and is being offered as such in many high schools. However, it is happening so rapidly that teachers are at a loss for relevant curriculum and must pool resources from various areas. The purpose of my thesis is to explore what curriculum yearbook teachers create for the course and to discover any similar theoretical strands or strategies that may be used as part of their curriculum.

This initial questionnaire is the first phase of exploratory research on yearbook curriculum. The entire research project will result in a paper that discusses the content and strategies used by teachers in the yearbook course. This paper will be available for your personal use.

**Personal Information**
Name _____________________________________________________
Teachable subjects __________________________________________
Department(s) _____________________________________________
Number of years teaching ______
Number of years teaching the yearbook course ______
Number of years involved in yearbook as extra-curricular ______

**Yearbook Course Information**
Number of years that yearbook has been an accredited course in your school ______
Average number of students in yearbook class ______
Advanced, General or both? ________________
One semester, two semester/one class or two semesters/two classes? ________________
Access to computers? ______
If yes, how many? ______ Other equipment? __________________________
Is there an exam for the course? ________
**Resource Information**

Are Ministry guidelines available for the yearbook course? _________

If not, did you use other Ministry guidelines? ______

List the resources that you were given or passed on to you for the yearbook course:

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List the resources that you had to seek out for yourself.

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List resources which you decided to use as main resources of the course.

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**Curriculum Information**

What do you think is important to include in the curriculum of the yearbook course?

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Explain briefly the steps you took to begin creating the curriculum.

_________________________________________________________________________

_________________________________________________________________________

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_________________________________________________________________________

Are your lessons based on a specific strategy such as computer-based learning or group work? List any strategies that you may have considered while planning your lessons.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Did you plan any lessons where more than one subject area is focused on in the lesson? Explain.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

**Extra Information**

Explain the circumstances surrounding your acceptance of the yearbook teaching position.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
In your opinion, how do teachers feel about teaching the yearbook course?

Do you believe that the yearbook is better as a course than an extracurricular activity? Why or why not?

Thank you for your time, effort and co-operation.
APPENDIX 5: Interview Sample Teacher Consent Form

Ontario Institute for Studies in Education
University of Toronto
Interview Sample Teacher Consent Form

Lara Boudignon, Masters of Arts student and Principal Investigator, and Dr. John Ross, Professor and Supervisor, both of the Curriculum, Teaching and Learning Department at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) are conducting a research project on curriculum planning for the yearbook course in secondary schools. The purposes of the study are (i) to explore what curriculum yearbook teachers create in order to teach the course, (ii) to discover any similar strategies or curriculum theories that these curricula share and (iii) to determine the reasons why each teacher chose to create a curriculum in his/her respective way.

We would like to thank you for completing the questionnaire and we are pleased to offer you an opportunity to participate in this research project. If you agree to participate in this phase of the project, you will be asked to: (i) participate in a series of no more than five 30 minute interviews, discussing the curriculum you have planned for the course, (ii) be observed while implementing two of the lessons from that curriculum, (iii) provide materials that you created and/or used in the duration of the course. The interviews and observation will be done at your convenience, up until the end of December 2000.

Participation is voluntary and no evaluative judgements will be made if you decline to participate. You may withdraw at any time during this study without negative consequences. All names will be changed and sites will remain anonymous. Interviews will be audio-taped to assist the investigator in making notes. These notes will not identify individual teachers. All tapes will be erased at the end of the project.

If you are willing to be involved in the project, please complete the consent form below and return it in the stamped addressed envelope by ___________. If you have any questions, please call Lara Boudignon at 416-227-2291 or call Dr. John Ross at 705-742-8827.

Name: ________________________________ (please print)

School: ______________________________

___ Yes, I agree to participate in the study

___ No, I do not agree to participate in the study

Signature ______________________________
APPENDIX 6: OISE/UT Interview Protocol

Title of Thesis: The Yearbook Program: Observation and Analysis of Secondary School Yearbook Teachers and the Implementation of their Curriculum

Student Researcher: Lara F. Boudignon
Faculty Supervisor: Dr. John Ross
Department: Curriculum, Teaching and Learning

The purpose of the interviews are threefold: to explore what curriculum yearbook teachers create in order to teach the course, to discover any similar strategies or curriculum theories that these curricula share and to determine the reasons why each teacher chose to create a curriculum in his/her respective way. The progression through the semester or length of course will reflect changes, if any, in the subjects' ideas about yearbook curriculum.

The pre-interview will take place before the beginning of the semester and will include questions that explore the unique nature of the yearbook course in the subject's school. These questions provide further detail that may not have been included in the questionnaire. Also, the subject's answers may reflect on decisions about curriculum that may not be within the control of the subject. Finally, the subject's personal reasons for accepting the position can affect curricular decisions.

During this session, I intend to explore the curricular innovations that the subject has prepared. I will question the subject on what he/she wants to communicate to the students in yearbook class. The subject can show the accompanying curriculum documents, if any, and we will discuss the process of creating these documents. The subject may also indicate other curricular initiatives that were not included and give reasons as to their exclusion.

We will discuss the subject's perception of the yearbook production process. I intend to explore the subject's beliefs of the impact his/her curriculum may have on how students create yearbooks. These questions will lead to an understanding of the subject's feelings about the importance of curriculum to the yearbook program.

During the semester, I will inquire about curriculum that will be linked to lessons viewed during classroom observation. The information from these questions will only be connected to curriculum; the subject will discuss how he/she anticipates a lesson will proceed, teach the lesson and discuss reflections on the lesson once it has been completed. From these questions, I intend to explore the subject's perception of what is successful in the curriculum and if this occurs in a consistent manner.

During the post-interview, the subject will revisit the discussion of the importance of curriculum. Do students produce better if there is a program in place? Is it better to work day-by-day and let activities come from the students? Did your curriculum play a major role in creating a successful course? The subject will also discuss the strengths and weaknesses of the curriculum. The subject can also discuss the strategies, lessons or theories that were effective.
APPENDIX 7: Interview Questions

The participants were asked the following three sets of questions at the appropriate times during the study. These questions may have been reworded or extra questions were added depending on the nature of the interview, extra information that the interviewee was willing to express or the need to reveal more information about the personal narrative of each teacher.

The Ontario Institute for Studies in Education
University of Toronto
Interview #1: Pre-implementation

Acquire any photocopies of lesson plans, course outlines or other written material pertaining to the curriculum of the Yearbook course, devised or borrowed by the teacher.

1. Explain your initial steps towards creating this course.
2. Do you foresee changing any of these plans as the course progresses?
3. Describe your planning techniques. Are they similar or different to how you would plan your other courses?
4. When did you first use these techniques?
5. Being a Yearbook advisor again, did you make changes to your plans from last year? If so, what are they?
6. Describe some pros and cons to teaching Yearbook?
7. Do you teach the Yearbook course differently from other courses?
8. Do you foresee any changes occurring in your plans?
9. What aspects of the course would you like to see (student ability, equipment, etc.)
10. Are you familiar with Curriculum Integration? Do you see it in your course?

The Ontario Institute for Studies in Education
University of Toronto
During Implementation: Interview #2

1. Explain the progress of the course so far. How far are you in your curriculum? What have you implemented in the class?
2. Discuss any significant changes to the initial plans you had when beginning the class. Have you followed what you intended for the course?
3. There was discussion about changing some things that did or did not happen in your first attempt. Have you modified the course to fit your expectations?
4. Name some teaching strategies that you have used in some classes this term. How has your teaching methods helped or harmed the implementation of your curriculum?
5. What resources have you discovered since September?
6. We discussed Curriculum Integration in our previous meeting. Have you used any form of the methodology in your class?
7. Are there any other methods or theories that you have used in the course?
8. Is there anything else to add?

The Ontario Institute for Studies in Education
University of Toronto
Interview #3: Post-Implementation

Acquire any photocopies of lesson plans, course outlines or other written material pertaining to the curriculum of the Yearbook course, devised or borrowed by the teacher and is different or modified from documents collected at the beginning of the course.

1. Discuss the conclusion of the course. Are there any other things that need to be finished?
2. Did the class meet the expectations of the course both in content, behaviour and skills?
3. Did the students become more independent as time went on?
4. Did any of the teaching strategies used help get results?
5. After seeing the course completed, did you see curriculum integration implemented at all?
6. Are there any other modifications you would make for the next time?
7. What are your plans for the future in terms of yearbook?
8. Is there anything else that you would like to add?